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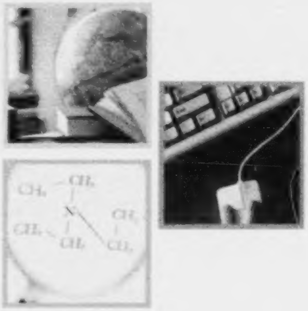
Education Indicators in Canada: An International Perspective

2014



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.	not available for any reference period
..	not available for a specific reference period
...	not applicable
0	true zero or a value rounded to zero
0^s	value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded
^{p}	preliminary
^{r}	revised
x	suppressed to meet the confidentiality requirements of the *Statistics Act*
^{E}	use with caution
F	too unreliable to be published
*	significantly different from reference category ($p < 0.05$)

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Foreword

The primary objectives of the Pan-Canadian Education Indicators Program (PCEIP) are to develop and maintain a set of statistics that provide information about education and learning in Canada and to support evidence-based policy making. PCEIP has been doing this since publishing its first set of education indicators for Canada and its jurisdictions in 1996. In September 2009, a set of international indicators was introduced in the first edition of ***Education Indicators in Canada: An International Perspective***. Each year, this PCEIP series presents indicators for Canada and its provinces/territories, placing them in a broader international context.

Education Indicators in Canada: An International Perspective was designed to expand upon the information for Canada that is provided to the Organisation for Economic Co-operation and Development (OECD) for publication in *Education at a Glance: OCED Indicators (EAG)*. The additional, internationally comparable, data provided by *Education Indicators in Canada* complements EAG and supports the mission of the Canadian Education Statistics Council (CESC) to "create and commit to comprehensive and long-term strategies, plans, and programs to collect, analyze, and disseminate nationally and internationally policy-relevant and comparable statistical information."

Twelve indicators are included in *Education Indicators in Canada: An International Perspective 2014*. The first 11 present information on: educational attainment (Indicator A1); upper secondary graduation rates (A2); labour market outcomes (A3); the financial resources invested in education (B1, B2 and B3); international students (C1); transitions to the labour market (C2); and the organization of learning environments at the elementary and secondary levels (D1, D2 and D3). A 12th indicator (E1) adds a selection of topics related to a recent assessment of adult literacy and numeracy.

Highlights, short analytical texts with charts, and data tables are included for each indicator. The definitions, categories and methodologies used for this report have been aligned with those of the International Standard Classification of Education (ISCED) to allow standardized and comparable statistics, thus the figures in the report may differ somewhat from similar numbers produced by the provinces and territories themselves. This report's Notes to readers section includes explanations and descriptions of the ISCED categories, and outlines how the Statistics Canada data were aligned with this international system.

Education Indicators in Canada: An International Perspective is published by the Canadian Education Statistics Council (CESC) as part of its broader endeavour, the Pan-Canadian Education Indicators Program (PCEIP). The CESC is a partnership between the Council of Ministers of Education, Canada (CMEC) and Statistics Canada. The many individuals who have played important roles in producing and reviewing this report are listed in the Committees and organizations section.

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Acronyms and abbreviations

AANDC – Aboriginal Affairs and Northern Development Canada
ASETS – Access and Support to Education and Training Survey
CAUBO – Canadian Association of University Business Officers
CEGEP – Collège d'enseignement général et professionnel
CESC – Canadian Education Statistics Council
CMEC – Council of Ministers of Education, Canada
EAG – Education at a Glance
ESES – Elementary-Secondary Education Survey
FEDEX – Survey of Federal Government Expenditures in Support of Education
FINCOL – Financial Statistics of Community Colleges and Vocational Schools
FIUC – Financial Information of Universities and Colleges Survey
GDP – gross domestic product
GED – general education diploma
ILO – International Labour Organisation
INES – Indicators of Education Systems
ISCED – International Standard Classification of Education
LFS – Labour Force Survey
NEET – not in employment, not in education (or training)
NGS – National Graduates Survey
NHS – National Household Survey
OECD – Organisation for Economic Co-operation and Development
PCEIP – Pan-Canadian Education Indicators Program
PIAAC – Programme for the International Assessment of Adult Competencies
PISA – Programme for International Student Assessment
PPPs – purchasing power parities
PSIS – Postsecondary Student Information System
R&D – research and development
SLID – Survey of Labour and Income Dynamics
SUFSB – Survey of Uniform Financial System – School Boards
UNESCO – United Nations Educational, Scientific and Cultural Organization
UOE – UNESCO/OECD/Eurostat data collection

Introduction

Education Indicators in Canada: An International Perspective

Education Indicators in Canada: An International Perspective 2014 reports on certain aspects of the educational systems in Canada's provinces and territories and places them in an international context. The indicators presented here align with the definitions and methodologies used by the Organisation for Economic Co-operation and Development (OECD). This set of internationally comparable indicators offers statistical information for the following key themes:

Chapter A, ***The output of educational institutions and the impact of learning***, profiles educational attainment among the adult population. It also presents information on graduation and completion rates at the upper secondary level, and on relationships between educational attainment and labour market outcomes.

Chapter B, ***Financial resources invested in education***, focuses on spending on education. This information is presented both in terms of expenditure per student and expenditure in relation to the overall amount of resources as measured by GDP. The proportions of current and capital expenditures are also outlined.

Chapter C, ***Access to education, participation and progression***, explores the extent of international student enrolment in college and university programs in Canada and its provinces and territories, and how this has changed over time. Several aspects of the transition from education to the labour force are examined, including the extent to which young adults are neither employed nor in education.

Chapter D, ***The learning environment and organization of schools***, reports on the amount of time students must, in principle, spend in class as established by public regulations. It also presents information on key aspects of working environments for elementary and secondary school teachers: teaching time (as determined by policy) in the context of total working time, and salary.

Chapter E, ***Skills proficiencies of adults*** is an addition for 2014. The Programme for the International Assessment of Adult Competencies (PIAAC) assessed the literacy, numeracy and problem solving skills of adults aged 16 to 65. This chapter outlines a selection of results from PIAAC that also draws on respondents' answers to questions about their education and employment status, as well as various social outcomes such as good health, volunteering, trust in others and trust in government.

International indicators

Canada has participated in the OECD's Indicators of Education Systems (INES) programme since the project's inception in 1988. INES includes a set of indicators that allows comparisons of the education systems of its member countries. The OECD publishes the results annually in *Education at a Glance: OECD Indicators*.

Education Indicators in Canada: An International Perspective was developed to expand upon Canada's participation in INES and to broaden the Canadian statistical picture by providing comparable statistics for Canada's provincial/territorial systems of education. It is a product of the Pan-Canadian Education Indicators Program (PCEIP), and is considered a companion report to the OECD's Education at a Glance, which presents data for all OECD member countries, including Canada.[1]

The indicators presented in this 2014 edition align with a selection of indicators from the OECD's 2014 report and were selected based on policy relevance and the availability of data for Canada and its provinces and territories.

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1. The 2014 version of *Education at a Glance: OECD Indicators*, which presents the latest statistics for the individual OECD member countries, is available free on the OECD Web site: www.oecd.org.

The data for Canada and the provinces/territories are presented along with the most recent OECD averages. The definitions and methodologies agreed upon in developing the international indicators were used to produce the data. These definitions and methodologies may differ from those used in a particular province/territory, thus the numbers presented in this report may differ from those published independently by the provinces/territories.

About the Pan-Canadian Education Indicators Program

The Pan-Canadian Education Indicators Program (PCEIP) is an ongoing initiative of the Canadian Education Statistics Council: a partnership between Statistics Canada and the Council of Ministers of Education, Canada. More information about PCEIP, including the full line of products, is available on the Statistics Canada Web site at www.statcan.gc.ca and the Web site of the Council of Ministers of Education, Canada at www.cmec.ca.

Highlights

Chapter A: The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

- In Canada, the proportion of adults aged 25 to 64 with tertiary education (college/university completion) increased from 40% in 2000 to 53% in 2012—the highest rate among OECD countries. At the same time, the proportion of individuals with less than high school completion ("below upper secondary") decreased, from 19% to 11%. Similar changes were mirrored in the provinces.

- In 2012, one-quarter (25%) of 25- to 64-year-olds in Canada had completed tertiary-type B programmes, far greater than the average of 10% reported by the OECD. In Canada, tertiary-type B includes non-university certificates or diplomas from community colleges, CEGEPs, or schools of nursing, as well as university certificates below the bachelor's level. The proportion of women who had successfully completed tertiary-type B programmes (29%) was higher than the proportion for men (21%). In the traditionally male-dominated areas of trades and apprenticeship ("postsecondary non-tertiary" education), attainment was more common among men (15%) than women (8%).

- The OECD average for completion of tertiary-type A/advanced research programmes for 25- to 64-year-olds was 24%, which compares with Canada's figure of 28%. In Canada, tertiary-type A refers to bachelor and master's degrees and other university degrees or certificates above a bachelor's degree (but below a doctorate), and advanced research programmes comprises doctorates and post-doctoral programmes. The gender gap was less pronounced at this level of educational attainment, with figures of 29% for women and 26% for men.

- Ninety-two percent of Canadian adults aged 25 to 34 had attained at least upper secondary education in 2012, compared with 84% for those aged 55 to 64, reflecting change in attainment patterns for high school completion over time. There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a high school diploma; 2012 figures for all provinces ranged from 90% to 94%.

A2 Upper secondary graduation

- Canada's upper secondary graduation rate was 85% in 2011. The OECD average was 84%, and most OECD countries reported graduation rates of at least 80%. The upper secondary graduation rate corresponds to the probability that an individual will graduate from high school during his or her lifetime.

- In Canada, graduates under 25 years of age represented 94% of all graduates in 2011, compared with 95% for the OECD overall.

- Upper secondary graduation rates for females were higher than those for males in all provinces and territories, as well as in most of the OECD countries for which comparable data were available. In Canada, the rate for females was 87%; the rate for males, 82%.

- In Canada in 2011, successful completion in public schools was 73%. This indicator measures the "on-time" graduation of the 2008/2009 cohort of Grade 10 students (3e secondaire in Quebec), an indication of the efficiency of the public school system. Among the provinces and territories, the proportion of students who completed their education within the expected time varied considerably, from 12% in Nunavut to 84% in Nova Scotia.

A3 Labour market outcomes

- In Canada and other OECD countries, employment prospects increase with educational attainment. In 2012, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education (high school) was 56%. In and throughout Canada, as well as in the OECD countries overall, the 2012 employment rates among the 25- to 64-year-old population were clearly highest—around 80% and beyond—among individuals who had a "tertiary education"; that is, a college or university credential.

- Between 2000 and 2012, employment rates were consistently higher among individuals with a tertiary education compared with those who had not attained that level of education, both throughout Canada and the OECD countries overall.

- In most OECD countries in 2012, the difference in employment rates between the sexes was less pronounced among graduates of tertiary-type A and advanced research programmes compared with the upper secondary graduates. In Canada, a 12-percentage-point difference was observed between the employment rates for men and women in the upper secondary graduation category: 79% for men compared with 67% for women. Among graduates of tertiary programs, both type B (college) and type A/advanced research programmes (university), the male–female differences narrowed to 6 percentage points in both cases.

Chapter B: Financial resources invested in education

B1 Expenditure per student

- In Canada in 2010/2011, expenditure per student at the secondary level ($10,618 US dollars using purchasing power parity) was slightly higher than that at the primary (including lower secondary) level ($9,714 US dollars). These expenditures were above the OECD averages of $8,296 and $9,506 for primary and secondary schools respectively.

- In Canada at the primary and secondary level, the portion of expenditure per student allocated to core services represented 95.2% of the total expenditure per student. This is similar to the average proportion of 94.2% spent on core services in the OECD countries. Expenditure on educational core services includes all spending directly related to education; i.e., on teachers, school buildings, teaching materials, books and administration of schools.

- The total expenditure per student on university education (Tertiary type-A and Advanced research programmes including Research and Development) in Canada was $27,102 (US dollars). This was the highest among the OECD countries followed by U.S. with $26,021 (U.S dollars). The comparable OECD average for all tertiary (including tertiary type B in addition to type A and advanced research programmes including R&D) was $13,958, which is only slightly more than half the Canadian expenditure.

- Expenditure per student rises with the level of education in Canada, although the difference in the ratio between primary and secondary is almost negligible. However, the difference in ratio between primary and university is large: expenditure per student at the university level is almost three times higher than that at the primary level in Canada.

B2 Expenditure on education as a percentage of GDP

- With 6.4% of its GDP allocated to educational institutions in 2010, Canada devoted a slightly higher share of its wealth to education than the OECD countries overall (an average of 6.1%). The share of GDP devoted to educational institutions varies from one province or territory to another. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. The share of GDP is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.

- In 2010, 42% of the share of GDP that Canada invested in education was allocated to the tertiary sector. Among the OECD countries, Canada, along with the United States (39%) and Chile (35%), allocated the largest share of education spending to tertiary education.

B3 Distribution of expenditure on education

- The proportions of education expenditure allocated to current spending in Canada in 2010 were: 93% for primary, secondary and postsecondary non-tertiary education, and 87% for tertiary. These figures are fairly similar to the average proportions reported by the OECD for its member countries: 93% and 90%, respectively. Current expenditure reflects spending on school resources that are used each year for the operation of schools.

- For primary, secondary and postsecondary non-tertiary education, the compensation of staff (78%)—particularly teachers (63%)—accounted for the largest proportion of current expenditure in Canada in 2010, a situation mirrored in all other OECD countries. At the tertiary level in Canada, 65% of current expenditure was devoted to compensation of all staff; more than half of which (38%) was spent on compensation for teachers. In all provinces and territories, the proportion of current expenditure allocated to compensation of all staff employed in education was larger in the primary, secondary and postsecondary non-tertiary sector than in the tertiary sector.

- In Canada, 13% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 11%. For primary, secondary and postsecondary non-tertiary, the corresponding figures for Canada and the OECD were both 7%. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.

Chapter C: Access to education, participation and progression

C1 International students

- In 2011, there were 122,277 international students registered in tertiary programmes in Canada. They accounted for 8.2% of all students enrolled in tertiary education, a proportion very similar to the OECD average (8.0%). A vast majority of them (70.2%) were in tertiary type-A programmes. "International students" includes non-permanent residents, such as those with study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the internet.

- Students from Asia accounted for more than half (60.6%) the international students in Canada in 2011. The high proportion of Asian students in Canada is also mirrored in the OECD countries, where Asia is generally the largest source of international students, accounting for over half (52.0%)[1] of the total. Countries such as Australia (81.5%), United States (73.3%) and New Zealand (69.8%) had a significantly larger percentage of international students coming from Asia than the OECD average.

- Students from China represented the largest group of international students from an individual country of origin, accounting for 27.0% of all international students in Canada, followed by students from India (8.3%), France (7.5%), the United States (7.0%) and South Korea (4.2%).

C2 Transitions to the labour market

- In Canada in 2012, 44% of young adults aged 15 to 29 were still involved "in education". The most recent international average for the OECD countries was 49%. The proportion of females (46%) was higher than that for males (43%). The proportion of "in education" 15- to 29-year-olds remained quite stable in Canada over the 2002-to-2012 period.

- In 2012, 18% of 15- to 19-year-olds in Canada were no longer pursuing a formal education; the comparable OECD average is 14%. Many in this 15-to-19 age group were employed, and some could actually be high school graduates who had not engaged in any further education.

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[1] See *Education at a Glance 2014: OECD Indicators*, Table C4.3.[2/2], International student mobility and foreign students in tertiary education (2005, 2012).

- The total "not in education" portion of the 15- to 29-year-old population also includes those who are neither employed nor in education (or training), referred to as the "NEET" population. In 2012, 13% of Canada's population aged 15 to 29 was neither employed nor in education, compared with the OECD average of 15%. In Canada and in the OECD overall, the highest proportion of individuals who were not in education and not in employment was in the 25-to-29 age group: 17%, which compares with the OECD's 19%.

Chapter D: The learning environment and organization of schools

D1 Instruction time

- In Canada, in 2013/2014, the total intended instruction time in formal classroom settings was 8,289 hours on average, between the ages of 6 and 14 (this includes the primary (ages 6 to 11) and lower secondary (ages 12 to 14) levels of education). By comparison, total intended instruction time for the OECD countries for which data were available was 7,615 hours. This was 674 fewer hours than the average total intended instruction time in all public institutions in Canada during the 2013/2014 school year.
- Total intended instruction time for students aged 6 to 17 (primary, lower secondary and upper secondary levels) varied by province and territory, ranging from 12,252 hours in the Northwest Territories and Nunavut to 9,900 hours in Quebec (where upper secondary ends at age 16).

D2 Teachers' salaries

- In Canada, the salary for teachers at the beginning of their careers in public elementary and secondary schools was just over $47,500 Canadian dollars in 2011/2012, ranging from $40,317 in Quebec to $74,088 in the Northwest Territories.
- In 2011/2012, teachers' salaries in and throughout Canada were similar regardless of the level of education being taught. Overall in Canada, average salaries for teachers at the beginning of their career (presented in US dollars for international comparisons) were $37,145 in both primary and lower secondary institutions, and $37,294 for those in upper secondary institutions. The comparable OECD averages (US dollars) were all lower, and they also varied by level taught, at $29,411, $30,735 and $32,255, respectively.
- In two-thirds of the provinces and territories in Canada, teachers in public elementary and secondary schools reached their maximum salary after 10 years' experience—much sooner than their counterparts in other OECD countries.

D3 Teachers' working time

- In Canada, primary school teachers taught an average of 799 hours per year in 2011/2012, compared with the OECD average of 782 hours. Figures vary by province and territory, ranging from 738 hours in Quebec to 905 hours in Alberta.
- Net annual teaching time was 744 hours at the lower secondary level (generally Grades 7 to 9) and 747 hours at the upper secondary level (generally Grades 10 to 12). These figures for Canada are higher than the averages for the OECD countries overall—50 hours higher at the lower secondary level and 92 hours at the upper secondary level.
- On average in Canada, net teaching time represents about 60% of teachers' total working time. It is similar for lower and upper secondary levels taught (61%), and higher at the primary level (65%). This ratio and the pattern across levels of education taught are similar to the averages in OECD countries.

Chapter E: Skills proficiencies of adults

E1 Insights from the Programme for the International Assessment of Adult Competencies (PIAAC)

- Canadians with higher levels of educational attainment performed better than their less educated counterparts in literacy and numeracy. The proportions of Canadians performing at each literacy and numeracy level were similar to the OECD averages, with the exception of the lowest numeracy level where Canada had a slightly higher proportion of adults performing at that level.
- In Canada and across jurisdictions, those who had higher proficiency levels in literacy and numeracy were more likely to be employed.
- The proportions of Canadians who reported positive social outcomes were higher among those who performed at the highest level in literacy: 95% of those performing at Levels 4 or 5 reported having good health, 36% said they had trust in others, 35% reported volunteering at least once a month, and 49% thought they had an influence on government.
- Canadians with higher levels of literacy proficiency had higher rates of participation in formal and non-formal learning activities.

Notes to readers

Canadian and Organisation for Economic Co-operation and Development (OECD) indicators

The following table outlines the indicators presented in this edition of *Education Indicators in Canada: An International Perspective* beside the corresponding indicators from *Education at a Glance 2014: OECD indicators*.

Education Indicators in Canada: An International Perspective 2014		Education at a Glance 2014: OECD Indicators	
A1	Educational attainment of the adult population	A1	To what level have adults studied?
A2	Upper secondary graduation	A2	How many students are expected to complete upper secondary education?
A3	Labour market outcomes	A5	How does educational attainment affect participation in the labour market?
B1	Expenditure per student	B1	How much is spent per student?
B2	Expenditure on education as a percentage of GDP	B2	What proportion of national wealth is spent on education?
B3	Distribution of expenditure on education	B6	On what resources and services is education funding spent?
C1	International students	C4	Who studies abroad and where?
C2	Transitions to the labour market	C5	Transition from school to work: Where are the 15-29 year-olds?
D1	Instruction time	D1	How much time do students spend in the classroom?
D2	Teachers' salaries	D3	How much are teachers paid?
D3	Teachers' working time	D4	How much time do teachers spend teaching?
E1	Skills proficiencies of adults: Insights from the Programme for the International Assessment of Adult Competencies (PIAAC)	A1 A5 A8 C6	To what level have adults studied? How does educational attainment affect participation in the labour market? What are the social outcomes of education? How many adults participate in education and learning?

International Standard Classification of Education (ISCED) classifications and descriptions

Indicators are classified according to the ISCED-97 categories. The ISCED standard, developed and maintained by the UNESCO Institute for Statistics, is used for reporting data to the OECD.[1] ISCED provides a framework and methodology that allows information for national education programs to be presented within a comparable set of broad indicators.

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[1] The data in this 2014 edition of *Education Indicators in Canada: An International Perspective* have been categorized using ISCED-97, the 1997 classification. ISCED 2011 will be implemented for data reported to the OECD for its 2015 edition of *Education at a Glance*. The 2015 edition of *Education Indicators in Canada* will also classify data for Canada, the provinces and territories using ISCED 2011.

The following table provides a brief description for each ISCED category.[2]

International Standard Classification of Education (ISCED) 1997 classification (and subcategories)	Description
Pre-primary education ISCED 0	The first stage of organised instruction designed to introduce very young children to the school atmosphere. Minimum entry age of 3.
Primary education ISCED 1	Designed to provide a sound basic education in reading, writing and mathematics and a basic understanding of some other subjects. Entry age: between 5 and 7. Duration: 6 years.
Lower secondary education ISCED 2 (subcategories: 2A prepares students for continuing academic education, leading to 3A; 2B has stronger vocational focus, leading to 3B; 2C offers preparation for entering work force)	Completes provision of basic education, usually in a more subject-oriented way with more specialist teachers. Entry follows 6 years of primary education; duration is 3 years. In some countries, the end of this level marks the end of compulsory education.
Upper secondary education ISCED 3 (subcategories: 3A prepares students for university-level education at level 5A; 3B for entry to vocationally oriented tertiary education at level 5B; 3C prepares students for work force or for postsecondary non tertiary education at level ISCED 4)	Stronger subject specialisation than at lower-secondary level, with teachers usually more qualified. Students typically expected to have completed 9 years of education or lower secondary schooling before entry and are generally around 15 or 16 years old.
Postsecondary non-tertiary education ISCED 4 (subcategories: 4A may prepare students for entry to tertiary education, both university-level and vocationally oriented education; 4B typically prepares students to enter the work force)	Internationally, this level straddles the boundary between upper secondary and postsecondary education, even though it might be considered upper secondary or postsecondary in a national context. Programme content may not be significantly more advanced than that in upper secondary, but is not as advanced as that in tertiary programmes. Duration usually the equivalent of between 6 months and 2 years of full-time study. Students tend to be older than those enrolled in upper secondary education.
Tertiary education ISCED 5 (subcategories 5A and 5B, see below)	
Tertiary-type A education [university-level] ISCED 5A	Largely theory-based programmes designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements, such as medicine, dentistry or architecture. Duration at least 3 years full-time, though usually 4 or more years. These programmes are not exclusively offered at universities, and not all programmes nationally recognised as university programmes fulfil the criteria to be classified as tertiary-type A. Tertiary-type A programmes include second-degree programmes, such as the master's degree.
Tertiary-type B tertiary education [college; vocationally oriented] ISCED 5B	Programmes are typically shorter than those of tertiary-type A and focus on practical, technical or occupational skills for direct entry into the labour market, although some theoretical foundations may be covered in the respective programmes. They have a minimum duration of 2 years full-time equivalent at the tertiary level.
Advanced research programmes ISCED 6	Programmes that lead directly to the award of an advanced research qualification, e.g., Ph.D. The theoretical duration of these programmes is 3 years, full-time, in most countries (for a cumulative total of at least 7 years full-time equivalent at the tertiary level), although the actual enrolment time is typically longer. Programmes are devoted to advanced study and original research.

Mapping to ISCED

The report uses the International Standard Classification of Education (ISCED-97) to classify the highest level of education successfully completed (educational attainment) and levels of schooling (enrolment). The following tables show the correspondence between ISCED and the other data sources used for the indicators in this report.

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[2] See the "Reader's Guide" in *Education at a Glance 2014: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site: www.oecd.org.

Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	• Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	• Grade 9 to 10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary) • Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (non-graduate)
ISCED 3	• Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (graduate) • Some postsecondary education (non-graduate)
ISCED 4	• Trade certificate or diploma from a vocational school or apprenticeship training
ISCED 5B	• Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. • University certificate below bachelor's level
ISCED 5A/6	• Bachelor's degree • University degree or certificate above bachelor's degree

Note: The following indicators are based on data from the LFS: A1, Educational attainment of the adult population; A3, Labour market outcomes; and C2, Transitions to the labour market.

Postsecondary Student Information System (PSIS)

ISCED	PSIS enrolment (program type and credential type)
ISCED 5B	• Career, technical or professional training program (diploma) • Post-career, technical or professional training program (certificate, diploma, other type of credential associated with a program)
ISCED 5A	• Undergraduate program (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, associate degree, other type of credential associated with a program) • Post-baccalaureate non-graduate program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) • Graduate qualifying program, second cycle (other type of credential associated with a program) • Graduate qualifying program, third cycle • Health-related residency program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) • Graduate program, second cycle (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, other type of credential associated with a program)
ISCED 6	• Graduate program, third cycle (diploma, degree [includes applied degree], attestation and other short program credentials) • Graduate program, above the third cycle (diploma)

Notes: Information on enrolments from PSIS 2010/2011 was used for Indicator C1, International students. Indicator, B1, Expenditure per student, is based on several data sources, including PSIS.

OECD averages

As stated in the OECD's *Education at a Glance 2014: OECD Indicators*[2]:

> The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

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[2] See the "Reader's Guide" in *Education at a Glance 2014: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site: www.oecd.org.

The OECD average can be significantly affected by missing data. Given the relatively small number of countries surveyed, no statistical methods are used to compensate for this. When a category is not applicable in a country or when the data value is negligible for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. When both the numerator and the denominator of a ratio are not applicable for a certain country, this country is not included in the OECD average.

OECD member countries

The OECD member countries are: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea [South Korea], Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

Please refer to *Education at a Glance 2014: OECD Indicators*, available on the OECD Web site at www.oecd.org, for the latest international statistics.

Limitations

Indicators combine discrete education statistics and give them context. This report presents a selection of indicators that places Canada and the provinces/territories in an international perspective; however, it is only a partial picture of the performance of Canada, the provinces and territories. Although indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to determine causes and suggest solutions. The aim of this report is to stimulate thinking and promote debate on global education issues.

The harmonized indicators presented in this 2014 edition align with a selection of indicators from the OECD's 2014 edition of *Education at a Glance*, and they were selected based on their policy relevance and the availability of data for Canada and its provinces and territories. The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories.

Although the data for Canada presented in this report are, for the most part, identical to those presented by the OECD in this year's *Education at a Glance (EAG)*, there are some instances where figures may differ slightly. This is not due to differences in methodologies or in data years, but it does reflect revisions to initial figures that were provided at earlier stages through the UNESCO/OECD/Eurostat data collection (UOE) required for the production of *EAG*.

It is preferable to avoid comparing, for any given indicator, the results presented in this report with those presented in previous editions because certain methodological adjustments may have been made in some cases, or because certain data used in the calculations for indicators may have been revised.

The OECD and other international organizations provide detailed guidelines and definitions to help member countries complete the complex data collection process in order to achieve the highest possible level of comparability. However, the countries must best apply these guidelines to their own data. Depending on the degree to which national concepts match these guidelines and to which national classifications of education map adequately to ISCED, the comparability may be affected. For more detailed information on the latest international statistics, please refer to *EAG*, available on the OECD Web site at www.oecd.org.

Squared brackets [ ] are used in some tables when the data cannot be disaggregated to conform with the presentation of the ISCED classification categories. When a number appears in brackets, this indicates that the data for that category/column are actually included in the data in another category/column of the table. For example, a [5] appearing in Column 3 signals that the data required for Column 3 are, in this case, captured along with the data presented in Column 5.

Chapter A

The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

Context

This indicator provides a profile of the educational attainment of the adult population aged 25 to 64; that is, the percentage of that population that has successfully completed a certain level of education. For this international indicator, educational attainment reflects the highest level of education completed, based on the International Standard Classification of Education (ISCED) categories.[1] As all subsequent indicators are examined by educational attainment within this international structure, this opening indicator, A1, sets the stage with an overview of the situation in Canada, including a breakdown of attainment by sex to reveal any gender differences. Overall trends are also presented, and information on generational differences reflects the shifts in educational attainment over time. This portrait of educational attainment places Canada and its provinces and territories in an international context.

Education helps give individuals the tools they need to participate in social and economic life and is key to the social and economic well-being of a country. As a large number of people in the 25-to-64 age range will have completed their formal education, this indicator provides some information on the skills and knowledge of this segment of the population, the core one active in the labour market. Overall, the educational attainment of all individuals in the working-age population influences the competitiveness of economies and the prosperity of societies. Variations in attainment over time reflect differences in access to education, and indicate the evolution of knowledge available.

The distribution of educational attainment across Canada should not be considered an exact reflection of any educational system's output because many other factors come into play; for example, differences in labour market and economic situations, in the relative magnitude of international and inter-jurisdictional migrations, and the overall mobility of students and workers.

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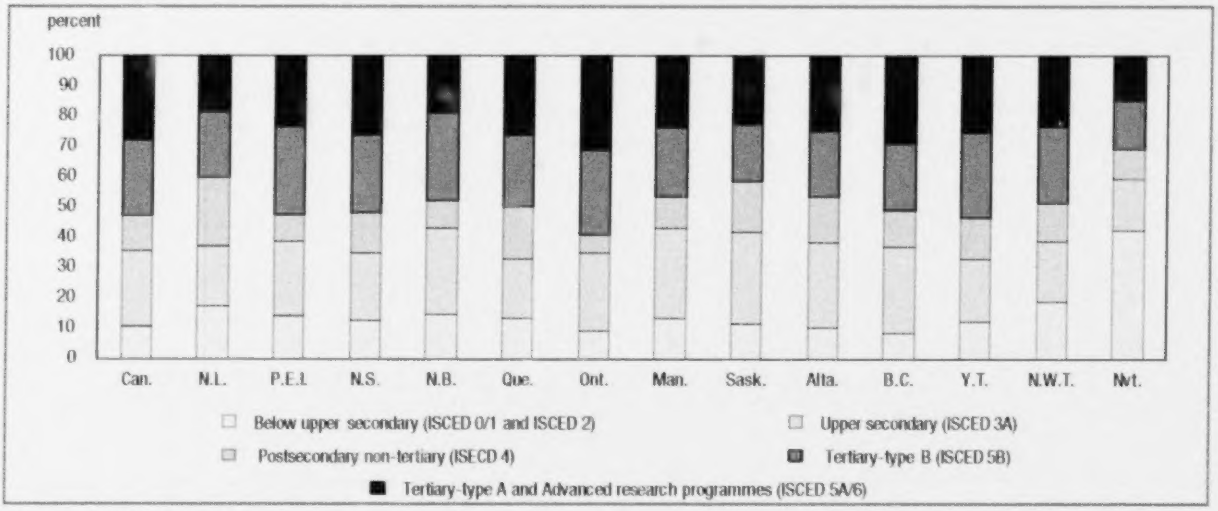
[1] See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

Observations

Educational attainment in Canada

Chart A.1.1

Distribution of the 25- to 64 year-old population, by highest level of education attained, Canada, provinces and territories, 2012



Sources: Table A.1.1 and Table A.1.4.

- Over half of Canadians aged 25 to 64 had completed a college or university education.
- One-quarter (25%) of Canadians had attained a college qualification (ISCED 5B), while 28% had completed their education at the university level (ISCED 5A/6). Approximately 12% attained a "postsecondary non-tertiary education" (ISCED 4), which includes certificates or diplomas from vocational schools or apprenticeship training.[2]
- Roughly 1 in 10 Canadians (11%) had not completed high school ("upper secondary"; ISCED 3A).

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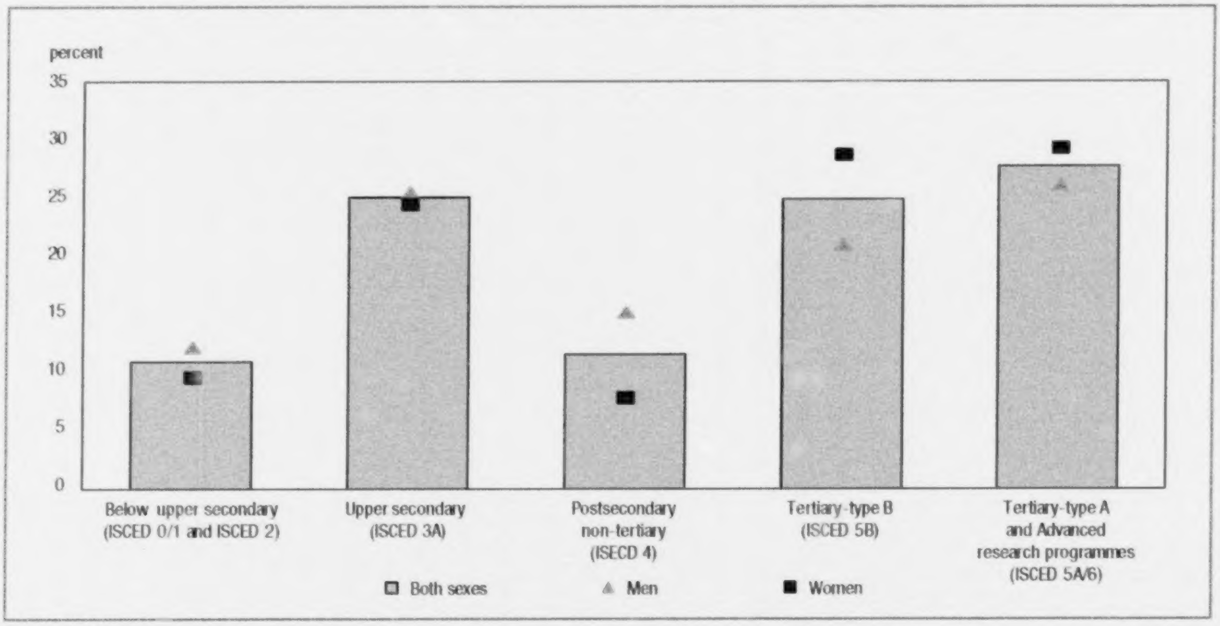
[2] For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see "Mapping to ISCED" in this report's Notes to readers section.

Gender differences, Canada and OECD

Chart A.1.2
Distribution of the 25- to 64 year-old population, by highest level of education attained and sex, Canada, 2012

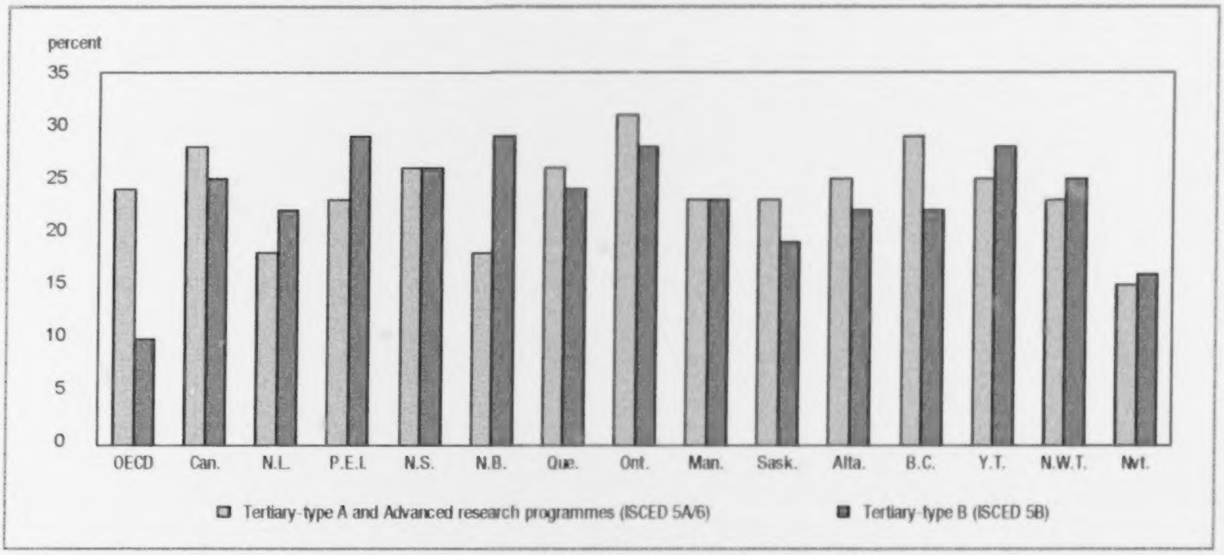


Sources: Table A.1.1.

- Men and women had similar levels of attainment until the end of high school (upper secondary ISCED 3). Larger gender differences emerge for postsecondary attainment.
- At ISCED level 4, which captures the traditionally male-dominated areas of trades, the proportion of men (15%) was close to double that of women (8%). The opposite was true at the college (ISCED 5B) and university (ISCED 5A/6) levels, with the gap more marked at college (29% for women vs 21% for men) than university (29% for women and 26% for men).

Tertiary attainment

Chart A.1.3
Proportions of the 25- to 64-year-old population with tertiary-type B and tertiary-type A or advanced research programmes attainment, 2012

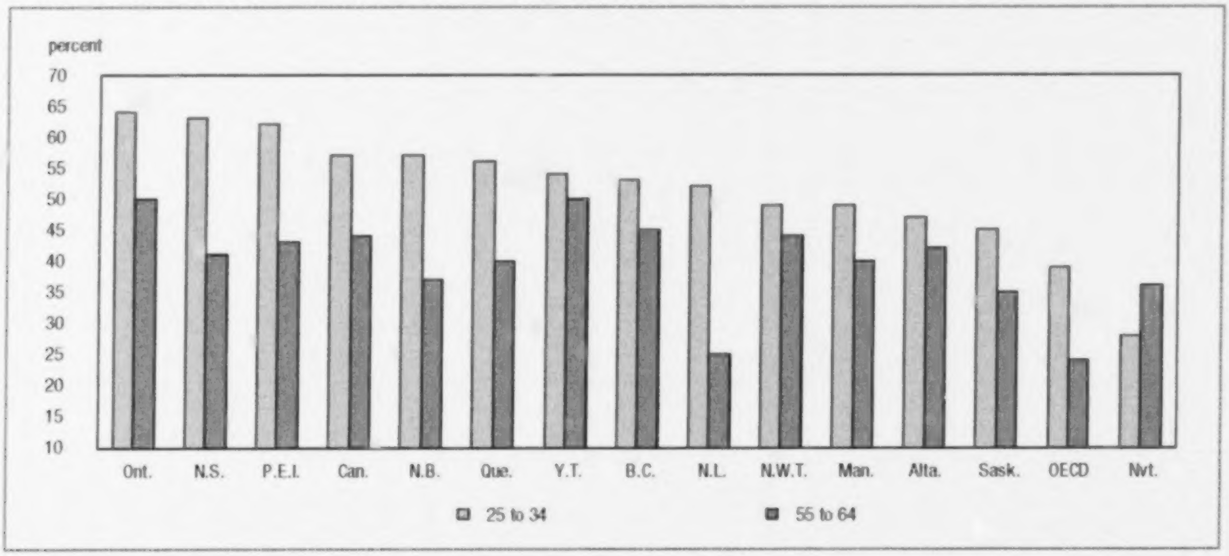


Sources: Table A.1.1 and Table A.1.3.

- Among OECD countries, 10% of 25- to 64-year-olds, on average, had completed college (tertiary-type B) programs in 2012, far fewer than the 25% reported for Canada. This number reflects Canada's well-developed college sector.
- The corresponding international figure for university (tertiary-type A/advanced research programmes) was 24%, much closer to Canada's 28% average.
- Within Canada, university attainment ranged from 15% in Nunavut to 31% in Ontario. For college, the numbers range from 16% in Nunavut to 29% in Prince Edward Island and New Brunswick. Both educational sectors are strong in all jurisdictions.

Generational differences in tertiary attainment

Chart A.1.4
Proportions of the populations aged 25 to 34 and 55 to 64 that have attained tertiary education, 2012

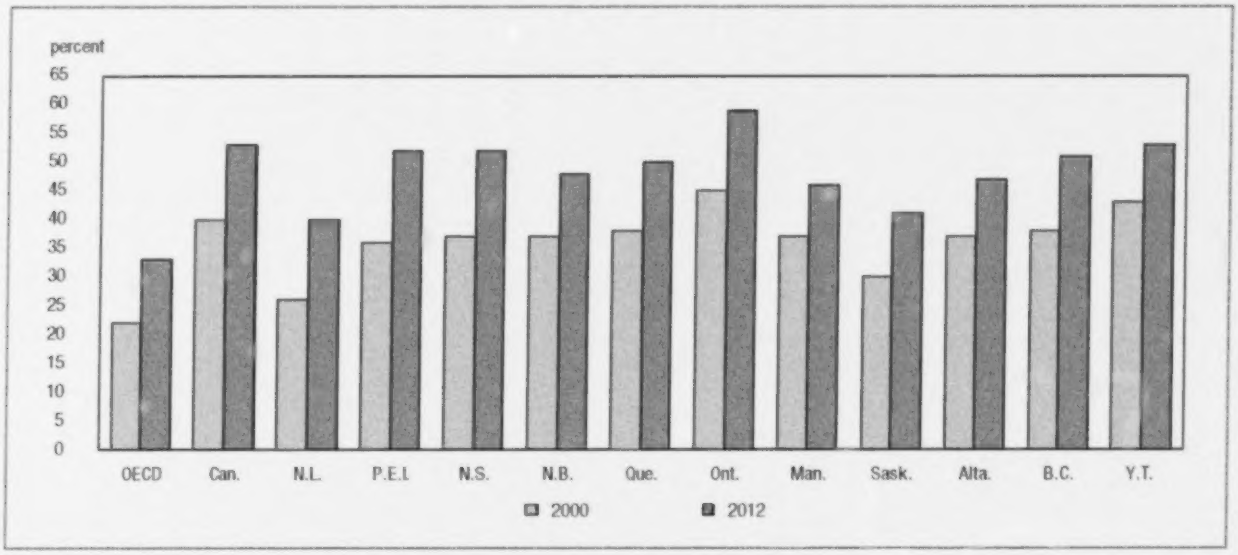


Source: Table A.1.3.

- Younger people have a higher level of educational attainment than their older counterparts in Canada and other OECD countries.
- Canada's level of tertiary attainment among the older and younger generations is higher than the OECD average. This is also true in virtually all of the provinces and territories.
- A different pattern is seen in Nunavut, where the proportion of adults with a tertiary credential is higher among the older age group.

Trends in attainment levels

Chart A.1.5
Proportions of the 25- to 64-year-old population with tertiary education, 2000 and 2012



Note: 2000 data are not available for Northwest Territories and Nunavut.
Source: Table A.1.4.

- Between 2000 and 2012, the proportion of the Canadian population attaining tertiary education increased by close to one-third (from 40% to 53%).

Definitions, sources and methodology

This indicator examines educational attainment among Canada's adult population aged 25 to 64, by age group and sex. It presents a portrait of the situation in 2012, but also shows the evolution since 2000.

The percentage of the population represented by a given age group that has attained a particular education level is obtained by taking the number of persons in this age group who have received a diploma attesting to that level, dividing it by the total number of persons in this same age group, and then multiplying by 100.

The education level corresponds to the highest level of education an individual has attained. The designation of the different levels of schooling is based on the International Standard Classification of Education (ISCED-97) (see the "ISCED classifications and descriptions" and the "Mapping to ISCED" section for the Labour Force Survey [LFS] in Notes to readers). An individual must have successfully completed a programme at a given ISCED level to be considered as having attained that level of education. An individual who has not successfully completed a programme is assigned the preceding education level. For example, a secondary school graduate, as well as an individual who has undertaken some postsecondary education but who has not obtained a credential at that level, is considered to have attained ISCED level 3; a student who has not successfully completed secondary school, ISCED level 2.

The 2012 information presented for Canada on population and educational attainment is based on data from the LFS, which surveys approximately 56,000 households every month.[3] The LFS seeks to obtain a detailed and timely picture of the population aged 15 or older throughout the country. It allows proxy reporting, meaning that information on the entire household can be collected from a single member of the household. In all, this type of reporting accounts for approximately 65% of all information collected. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and are drawn from OECD and Eurostat databases, as compiled from national labour force surveys or population registers.

Some limitations are encountered when using LFS data to examine and categorize educational attainment using ISCED as it is not possible to make a precise delineation between "postsecondary non-tertiary education" and "tertiary-type B education programmes". LFS data reported for the Canadian population that has attained ISCED level 5B will be somewhat overestimated because this category includes, for example, some CEGEP or college university transfer program graduates who, under the international classification standards, would have been placed in ISCED level 4.

In Statistics Canada's LFS, advanced research qualifications (doctorates), educational attainment at ISCED 6, cannot be identified separately; therefore, educational attainment in the ISCED 5A and 6 categories must be counted together.

Note: The corresponding OECD indicator is A1, *To what level have adults studied?*

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[3] The LFS sample size has varied over the years, but the survey typically covers approximately 56,000 households. For more information, see Guide to the Labour Force Survey, Statistics Catalogue no. 71-543-G.

Table A.1.1
Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, provinces and territories, 2012

			Upper secondary education				Tertiary education			
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower second-ary)	ISCED 3C (Short pro-grammes)	ISCED 3C (Long pro-grammes) /3B	ISCED 3A	ISCED 4 (Post-second-ary non-tertiary)[1]	ISCED 5B (Type B)	ISCED 5A (Type A)	ISCED 6 (Advanced research pro-grammes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
					percent					
Canada[2]										
Both sexes	3	8	...	[5]	25	12	25	28	[8]	100
Men	3	9	...	[5]	25	15	21	26	[8]	100
Women	3	7	...	[5]	24	8	29	29	[8]	100
Newfoundland and Labrador										
Both sexes	7	11	...	[5]	20	20	22	18	[8]	100
Men	8	11	...	[5]	19	19	17	17	[8]	100
Women	6	11	...	[5]	20	20	26	20	[8]	100
Prince Edward Island										
Both sexes	4	11	...	[5]	24	9	29	23	[8]	100
Men	6	13	...	[5]	26	13	22	21	[8]	100
Women	2	8	...	[5]	23	5	37	25	[8]	100
Nova Scotia										
Both sexes	3	10	...	[5]	22	13	26	26	[8]	100
Men	4	12	...	[5]	22	18	21	23	[8]	100
Women	2	9	...	[5]	22	9	30	29	[8]	100
New Brunswick										
Both sexes	5	10	...	[5]	28	9	29	18	[8]	100
Men	6	11	...	[5]	29	13	25	16	[8]	100
Women	4	9	...	[5]	28	6	33	20	[8]	100
Quebec										
Both sexes	5	9	...	[5]	19	17	24	26	[8]	100
Men	5	10	...	[5]	20	20	21	24	[8]	100
Women	5	8	...	[5]	19	15	26	28	[8]	100
Ontario										
Both sexes	2	7	...	[5]	26	6	28	31	[8]	100
Men	3	8	...	[5]	26	9	25	30	[8]	100
Women	2	6	...	[5]	25	4	31	32	[8]	100
Manitoba										
Both sexes	3	11	...	[5]	29	11	23	23	[8]	100
Men	3	12	...	[5]	30	14	19	22	[8]	100
Women	3	9	...	[5]	29	7	27	25	[8]	100
Saskatchewan										
Both sexes	2	9	...	[5]	30	17	19	23	[8]	100
Men	3	12	...	[5]	32	21	12	21	[8]	100
Women	2	7	...	[5]	29	13	25	24	[8]	100
Alberta										
Both sexes	2	8	...	[5]	28	15	22	25	[8]	100
Men	2	10	...	[5]	28	21	16	23	[8]	100
Women	2	7	...	[5]	29	8	28	27	[8]	100
British Columbia										
Both sexes	1	7	...	[5]	29	12	22	29	[8]	100
Men	1	9	...	[5]	29	17	16	28	[8]	100
Women	2	6	...	[5]	28	7	27	30	[8]	100
Yukon										
Both sexes	2^E	11	...	[5]	21	13	28	25	[8]	100
Men	2^E	12	...	[5]	21	23	21	21	[8]	100
Women	x	9^E	...	[5]	21	x	35	29	[8]	100
Northwest Territories										
Both sexes	5^E	14	...	[5]	20	13	25	23	[8]	100
Men	6^E	13	...	[5]	21	21	19	21	[8]	100
Women	4^E	15	...	[5]	18	4^E	32	26	[8]	100
Nunavut										
Both sexes	17	25	...	[5]	17	10	16	15	[8]	100
Men	17	25	...	[5]	16^E	13	14	14	[8]	100
Women	17	25	...	[5]	17	7	18	15	[8]	100

.. not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

1. Trade certificates or diplomas from a vocational school or apprenticeship training.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: [ ] Data included in column of the table whose number is shown in the squared brackets.
Due to rounding, totals may not match the sum of the individual values.
Source: Statistics Canada, Labour Force Survey (LFS).

Table A.1.2
Percentage of the 25- to 64-year-old population that has attained at least upper secondary education, by age group and sex, Canada, provinces and territories, 2012

	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
OECD average[1]					
Both sexes	75	82	79	73	64
Men	76	81	78	74	68
Women	75	84	79	72	61
Canada[2]					
Both sexes	89	92	92	88	84
Men	88	91	90	86	84
Women	90	94	93	90	84
Newfoundland and Labrador					
Both sexes	82	92	91	82	69
Men	81	90	90	79	71
Women	83	94	92	84	67
Prince Edward Island					
Both sexes	86	93	91	81	80
Men	81	91	88	75	75
Women	90	94	94	87	86
Nova Scotia					
Both sexes	87	93	90	86	82
Men	85	91	87	82	80
Women	89	95	93	89	83
New Brunswick					
Both sexes	85	92	90	84	77
Men	83	90	88	81	75
Women	87	95	92	87	78
Quebec					
Both sexes	86	90	90	86	80
Men	85	88	88	85	81
Women	88	93	92	87	79
Ontario					
Both sexes	91	94	93	90	86
Men	90	93	92	88	85
Women	92	94	94	91	87
Manitoba					
Both sexes	86	91	89	86	80
Men	85	89	89	82	79
Women	88	92	90	89	81
Saskatchewan					
Both sexes	88	91	92	87	83
Men	86	90	90	84	79
Women	91	93	94	90	87
Alberta					
Both sexes	90	91	91	89	87
Men	88	90	90	87	86
Women	91	92	92	91	89
British Columbia					
Both sexes	91	93	94	90	88
Men	90	92	93	88	88
Women	93	94	95	93	89
Yukon[3]					
Both sexes	87	90	88	86	85
Men	85	88	88	82	83
Women	90	93	88	90	88
Northwest Territories[3]					
Both sexes	81	82	85	79	76
Men	81	82	85	80	77
Women	81	81	85	79	75
Nunavut[3]					
Both sexes	57	58	59	54	58
Men	57	55	59	55	62
Women	58	61	59	53	55

1. These averages are from *Education at a Glance 2014: OECD Indicators*, Table A1.2a, Percentage of adults who have attained at least upper secondary education, by age group (2012) and Table A1.2b (Web only), Percentage of adults who have attained at least upper secondary education, by age group and gender (2012), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Table A.1.3
Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2012

	ISCED 5B (Tertiary-type B)				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
OECD average[1]					
Both sexes	10	10	11	10	9
Men	9	10	10	10	8
Women	11	13	13	11	10
Canada[2]					
Both sexes	25	25	27	25	22
Men	21	22	23	21	18
Women	29	29	30	30	26
Newfoundland and Labrador					
Both sexes	22	26	28	20	15
Men	17	22	23	15	11
Women	26	30	34	25	19
Prince Edward Island					
Both sexes	29	33	32	30	24
Men	22	28	28	21	13
Women	37	37	37	40	34
Nova Scotia					
Both sexes	26	27	29	26	21
Men	21	25	26	20	15
Women	30	29	33	31	27
New Brunswick					
Both sexes	29	33	32	29	24
Men	25	31	28	25	19
Women	33	35	36	33	30
Quebec					
Both sexes	24	25	25	24	21
Men	21	22	22	21	19
Women	26	29	27	27	22
Ontario					
Both sexes	28	29	30	28	24
Men	25	26	27	24	21
Women	31	31	33	32	28
Manitoba					
Both sexes	23	21	25	24	22
Men	19	19	22	19	17
Women	27	23	29	28	26
Saskatchewan					
Both sexes	19	16	21	19	18
Men	12	12	15	12	11
Women	25	21	28	26	26
Alberta					
Both sexes	22	22	23	22	20
Men	16	16	18	17	14
Women	28	27	29	27	27

Table A.1.3

Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2012 (continued)

	ISCED 5B (Tertiary-type B)				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
British Columbia					
Both sexes	22	21	23	23	20
Men	16	16	18	16	15
Women	27	26	27	29	26
Yukon[3]					
Both sexes	28	26	29	30	27
Men	21	18^{E}	22	26	17^{E}
Women	35	34	36	34	38
Northwest Territories[3]					
Both sexes	25	23	29	25	22
Men	19	17^{E}	24^{E}	18	15^{E}
Women	32	29	35	33	31^{E}
Nunavut[3]					
Both sexes	16	13^{E}	18	16^{E}	21^{E}
Men	14	10^{E}	13^{E}	16^{E}	20^{E}
Women	18	15	23^{E}	15^{E}	22^{E}

	ISCED 5A/6 (Tertiary-type A and Advanced research programmes)				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
OECD average[1]					
Both sexes	24	30	26	20	17
Men	23	26	24	20	19
Women	24	34	27	20	15
Canada[2]					
Both sexes	28	32	32	24	22
Men	26	26	30	24	24
Women	29	37	35	24	21
Newfoundland and Labrador					
Both sexes	18	26	25	16	10
Men	17	20	22	16	10
Women	20	31	27	16	10
Prince Edward Island					
Both sexes	23	29	29	17	20
Men	21	23	24	17	20
Women	25	34	34	17	19
Nova Scotia					
Both sexes	26	36	29	21	21
Men	23	31	24	20	20
Women	29	41	34	22	21

Table A.1.3

Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2012 (continued)

	ISCED 5A/6 (Tertiary-type A and Advanced research programmes)				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
New Brunswick					
Both sexes	18	24	23	15	13
Men	16	19	20	14	14
Women	20	30	26	16	13
Quebec					
Both sexes	26	31	31	22	20
Men	24	25	28	22	21
Women	28	37	35	23	18
Ontario					
Both sexes	31	35	36	27	26
Men	30	30	34	28	28
Women	32	40	38	27	23
Manitoba					
Both sexes	23	28	25	22	19
Men	22	23	23	22	19
Women	25	34	28	22	18
Saskatchewan					
Both sexes	23	29	26	19	17
Men	21	23	24	18	18
Women	24	35	28	19	16
Alberta					
Both sexes	25	26	28	23	22
Men	23	21	25	22	23
Women	27	30	32	24	20
British Columbia					
Both sexes	29	32	34	26	25
Men	28	27	32	26	27
Women	30	36	36	26	23
Yukon[3]					
Both sexes	25	28	26	24	22
Men	21	21	22[E]	19[E]	22[E]
Women	29	35	29	30	23[E]
Northwest Territories[3]					
Both sexes	23	26	26	20	21
Men	21	23	20	16[E]	23
Women	26	28	31	24[E]	19[E]
Nunavut[3]					
Both sexes	15	16	15	13[E]	15[E]
Men	14	16[E]	15[E]	x	x
Women	15	15[E]	15[E]	F	x

Table A.1.3
Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2012 (continued)

	Total tertiary				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
OECD average[1]					
Both sexes	32	39	35	29	24
Men	30	34	33	28	25
Women	34	44	38	30	23
Canada[2]					
Both sexes	53	57	59	50	44
Men	47	48	53	45	42
Women	58	66	65	54	47
Newfoundland and Labrador					
Both sexes	40	52	53	36	25
Men	33	42	44	31	21
Women	46	61	61	40	29
Prince Edward Island					
Both sexes	52	62	61	47	43
Men	42	51	51	38	33
Women	62	71	70	57	53
Nova Scotia					
Both sexes	52	63	58	47	41
Men	44	56	49	40	34
Women	59	70	67	53	48
New Brunswick					
Both sexes	48	57	55	44	37
Men	41	49	48	39	32
Women	54	65	62	50	42
Quebec					
Both sexes	50	56	56	46	40
Men	45	47	50	43	40
Women	54	66	62	50	41
Ontario					
Both sexes	59	64	65	56	50
Men	54	56	60	53	49
Women	63	72	71	59	52
Manitoba					
Both sexes	46	49	51	45	40
Men	41	42	45	41	36
Women	52	57	56	50	44
Saskatchewan					
Both sexes	41	45	47	38	35
Men	33	35	39	31	29
Women	50	55	56	45	42

Table A.1.3

Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2012 (continued)

	Total tertiary				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
Alberta					
Both sexes	47	47	51	45	42
Men	39	38	43	38	37
Women	54	58	60	51	47
British Columbia					
Both sexes	51	53	57	49	45
Men	44	44	50	42	42
Women	57	62	64	55	49
Yukon[3]					
Both sexes	53	54	55	54	50
Men	42	40	44	44	39
Women	65	68	65	64	61
Northwest Territories[3]					
Both sexes	48	49	55	45	44
Men	39	40	45	33	38
Women	58	57	66	56	50
Nunavut[3]					
Both sexes	31	28	33	29	36
Men	28	26^{E}	28	27	33
Women	34	30^{E}	38	31^{E}	39^{E}

x suppressed to meet the confidentiality requirements of the Statistics Act

E use with caution

F too unreliable to be published

1. These averages are from *Education at a Glance 2014: OECD Indicators*, Table A1.3a, Percentage of adults who have attained tertiary education, by type of programme and age group (2012) and Table A1.3b (Web only), Percentage of adults who have attained tertiary education, by type of programme, age group and gender (2012), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Table A.1.4

Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012

	Age 25 to 64					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[1]
OECD average[2]						
Below upper secondary	34	30	26	26	24	-2.6
Upper secondary and postsecondary non-tertiary	44	44	44	44	44	0.0
Tertiary	22	27	31	31	33	3.2
Canada[3]						
Below upper secondary	19	15	12	11	11	-4.7
Upper secondary and postsecondary non-tertiary	41	39	38	37	36	-0.9
Tertiary	40	46	51	51	53	2.3
Newfoundland and Labrador						
Below upper secondary	30	24	19	18	18	-4.3
Upper secondary and postsecondary non-tertiary	44	45	45	44	42	-0.4
Tertiary	26	31	36	38	40	3.7
Prince Edward Island						
Below upper secondary	27	20	15	16	14	-5.1
Upper secondary and postsecondary non-tertiary	37	35	36	34	33	-0.9
Tertiary	36	45	49	50	52	3.2
Nova Scotia						
Below upper secondary	23	18	14	14	13	-4.6
Upper secondary and postsecondary non-tertiary	40	40	37	38	36	-1.1
Tertiary	37	42	49	49	52	2.8
New Brunswick						
Below upper secondary	25	20	16	16	15	-4.3
Upper secondary and postsecondary non-tertiary	38	40	39	37	37	-0.2
Tertiary	37	40	45	47	48	2.2
Quebec						
Below upper secondary	25	19	15	14	14	-5.0
Upper secondary and postsecondary non-tertiary	37	37	38	38	37	0.0
Tertiary	38	44	48	48	50	2.2
Ontario						
Below upper secondary	17	13	10	9	9	-4.8
Upper secondary and postsecondary non-tertiary	38	36	33	33	32	-1.5
Tertiary	45	51	57	58	59	2.2
Manitoba						
Below upper secondary	21	17	14	13	14	-3.6
Upper secondary and postsecondary non-tertiary	42	42	40	40	40	-0.3
Tertiary	37	41	46	46	46	1.8
Saskatchewan						
Below upper secondary	21	15	12	12	12	-4.6
Upper secondary and postsecondary non-tertiary	50	50	51	50	47	-0.5
Tertiary	30	35	37	38	41	2.8
Alberta						
Below upper secondary	15	12	11	11	10	-3.2
Upper secondary and postsecondary non-tertiary	48	45	43	43	43	-0.9
Tertiary	37	43	46	47	47	2.0

Table A.1.4

Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012 (continued)

	Age 25 to 64					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[1]
British Columbia						
Below upper secondary	14	11	9	8	9	-4.2
Upper secondary and postsecondary non-tertiary	48	45	43	42	41	-1.3
Tertiary	38	44	48	50	51	2.5
Yukon						
Below upper secondary	17	13	18	12	13	-2.6
Upper secondary and postsecondary non-tertiary	39	46	34	32	34	-1.2
Tertiary	43	41	49	56	53	1.7
Northwest Territories						
Below upper secondary	..	25[E]	25	21	19	...
Upper secondary and postsecondary non-tertiary	..	33	32	31	33	...
Tertiary	..	42	43	48	48	...
Nunavut						
Below upper secondary	..	52	45	46	43	...
Upper secondary and postsecondary non-tertiary	..	24	26	23	27	...
Tertiary	..	24	29	31	31	...

	Age 25 to 34					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[1]
OECD average[2]						
Below upper secondary	24	21	18	18	17	-2.6
Upper secondary and postsecondary non-tertiary	49	47	45	44	44	-1.0
Tertiary	26	33	38	38	40	3.4
Canada[3]						
Below upper secondary	12	9	8	8	8	-3.4
Upper secondary and postsecondary non-tertiary	40	37	36	36	35	-1.1
Tertiary	48	54	56	57	57	1.4
Newfoundland and Labrador						
Below upper secondary	17	10	7	7	8	-6.3
Upper secondary and postsecondary non-tertiary	47	46	46	44	40	-1.3
Tertiary	36	43	47	49	52	3.2
Prince Edward Island						
Below upper secondary	18	11	6	9	7	-7.0
Upper secondary and postsecondary non-tertiary	40	33	36	34	31	-2.2
Tertiary	42	57	58	58	62	3.3
Nova Scotia						
Below upper secondary	13	10	8	7	7	-4.5
Upper secondary and postsecondary non-tertiary	42	38	32	34	29	-2.9
Tertiary	46	52	60	59	63	2.8

Table A.1.4

Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012 (continued)

	Age 25 to 34					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[1]
New Brunswick						
Below upper secondary	13	9	6	7	8	-4.2
Upper secondary and postsecondary non-tertiary	39	41	37	37	35	-0.8
Tertiary	48	50	57	56	57	1.4
Quebec						
Below upper secondary	15	12	10	10	10	-3.7
Upper secondary and postsecondary non-tertiary	34	33	35	35	34	-0.1
Tertiary	51	55	55	55	56	0.9
Ontario						
Below upper secondary	10	7	6	6	6	-3.6
Upper secondary and postsecondary non-tertiary	36	33	29	30	29	-1.7
Tertiary	54	59	64	64	64	1.5
Manitoba						
Below upper secondary	14	11	10	10	9	-2.9
Upper secondary and postsecondary non-tertiary	45	43	41	41	41	-0.8
Tertiary	41	45	48	49	49	1.5
Saskatchewan						
Below upper secondary	13	10	7	8	9	-3.4
Upper secondary and postsecondary non-tertiary	53	49	52	51	46	-1.2
Tertiary	33	40	41	41	45	2.5
Alberta						
Below upper secondary	10	9	9	9	9	-1.2
Upper secondary and postsecondary non-tertiary	48	44	44	43	44	-0.8
Tertiary	41	47	46	48	47	1.1
British Columbia						
Below upper secondary	10	8	7	6	7	-3.5
Upper secondary and postsecondary non-tertiary	48	44	42	42	41	-1.4
Tertiary	42	48	51	52	53	2.0
Yukon						
Below upper secondary	16	13^{E}	17^{E}	10^{E}	10^{E}	-4.0
Upper secondary and postsecondary non-tertiary	40	48	36	33	36	-1.0
Tertiary	44	40	47	57	54	1.8
Northwest Territories						
Below upper secondary	..	19^{E}	25^{E}	19	18	...
Upper secondary and postsecondary non-tertiary	..	34	29	30	33	...
Tertiary	..	47	46	51	49	...
Nunavut						
Below upper secondary	..	47	45	46	42	...
Upper secondary and postsecondary non-tertiary	..	29	27	25	30	...
Tertiary	..	24^{E}	28	29	28	...

Table A.1.4
Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012 (continued)

	Age 55 to 64					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[1]
OECD average[2]						
Below upper secondary	51	43	38	37	35	-2.9
Upper secondary and postsecondary non-tertiary	34	38	40	41	42	1.7
Tertiary	15	20	23	23	25	4.1
Canada[3]						
Below upper secondary	36	25	18	17	16	-6.5
Upper secondary and postsecondary non-tertiary	36	39	40	40	39	0.8
Tertiary	28	36	42	43	44	3.8
Newfoundland and Labrador						
Below upper secondary	48	38	31	30	31	-3.7
Upper secondary and postsecondary non-tertiary	32	40	43	42	44	2.5
Tertiary	19	22	26	28	25	2.3
Prince Edward Island						
Below upper secondary	42	30	23	23	20	-6.1
Upper secondary and postsecondary non-tertiary	30	36	39	36	37	1.8
Tertiary	28	34	38	41	43	3.7
Nova Scotia						
Below upper secondary	40	29	21	20	18	-6.2
Upper secondary and postsecondary non-tertiary	34	35	38	40	40	1.4
Tertiary	26	36	41	40	41	3.9
New Brunswick						
Below upper secondary	45	33	25	27	23	-5.3
Upper secondary and postsecondary non-tertiary	30	35	38	37	39	2.2
Tertiary	25	32	37	36	37	3.4
Quebec						
Below upper secondary	47	32	23	22	20	-6.8
Upper secondary and postsecondary non-tertiary	30	37	42	40	40	2.3
Tertiary	23	31	35	38	40	4.6
Ontario						
Below upper secondary	32	24	16	15	14	-6.7
Upper secondary and postsecondary non-tertiary	36	36	36	37	36	-0.1
Tertiary	31	40	48	48	50	4.0
Manitoba						
Below upper secondary	36	27	20	18	20	-4.9
Upper secondary and postsecondary non-tertiary	32	37	39	40	40	1.8
Tertiary	31	36	41	42	40	2.1
Saskatchewan						
Below upper secondary	37	24	18	18	17	-6.3
Upper secondary and postsecondary non-tertiary	38	43	47	48	48	2.0
Tertiary	25	33	35	34	35	2.8

Table A.1.4

Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012 (continued)

	Age 55 to 64					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[1]
Alberta						
Below upper secondary	27	19	14	14	13	-6.2
Upper secondary and postsecondary non-tertiary	43	43	42	45	45	0.4
Tertiary	29	38	44	41	42	3.0
British Columbia						
Below upper secondary	25	15	12	11	12	-6.1
Upper secondary and postsecondary non-tertiary	44	46	45	46	43	-0.2
Tertiary	31	39	43	43	45	3.2
Yukon						
Below upper secondary	35	18	15[E]	15[E]	15[E]	-7.0
Upper secondary and postsecondary non-tertiary	29	45	39	36	36	1.9
Tertiary	37	37	46	49	50	2.6
Northwest Territories						
Below upper secondary	..	38[E]	29	25	24[E]	...
Upper secondary and postsecondary non-tertiary	..	25[E]	33	30	33	...
Tertiary	..	37[E]	38	45	44	...
Nunavut						
Below upper secondary	..	71	43	45	42	...
Upper secondary and postsecondary non-tertiary	..	x	19	16[E]	23	...
Tertiary	..	x	38	38	36	...

.. not available for a specific reference period

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

1. The average annual growth rates for Canada, the provinces and territories were calculated using unrounded data for all years in the 2000-to-2012 period.

2. The averages and average annual growth rates are from *Education at a Glance 2014: OECD Indicators*, Table A1.4a, Trends in educational attainment, by age group and average annual growth rate (2000-2005-12), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators.*

A2 Upper secondary graduation

Context

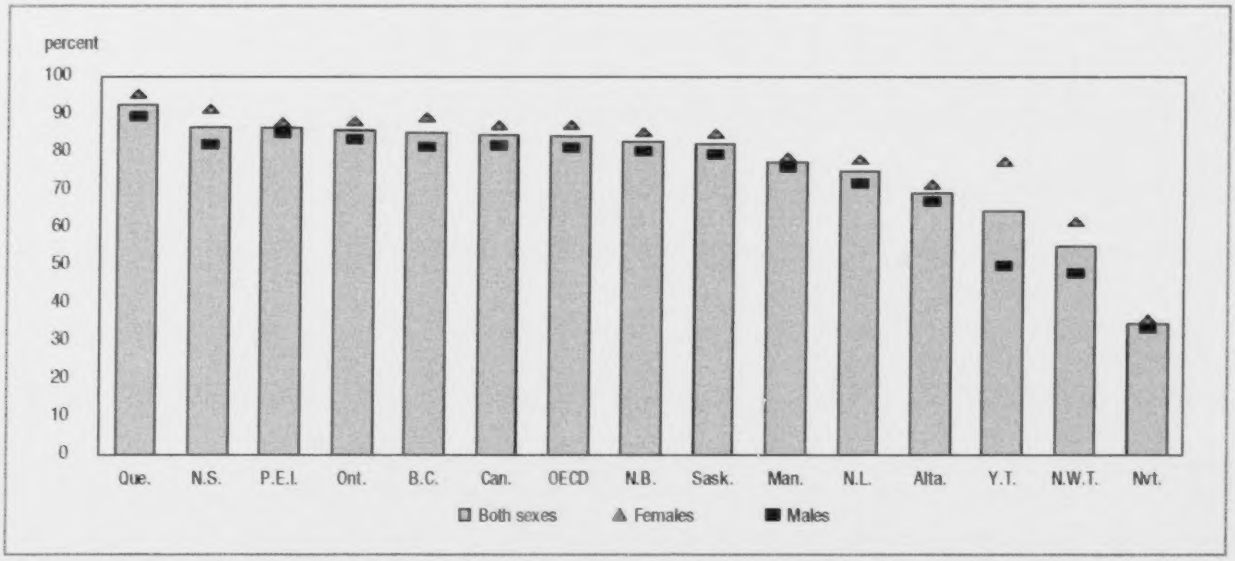
This indicator presents upper secondary school graduation rates. Graduation rates are often seen as a measure of student achievement. A comparison of overall rates gives some information about the extent to which school systems are succeeding in providing students with what is universally recognized as an important educational milestone. Presenting rates by sex reveals whether any gender differences exist; this in turn can signal whether those systems are meeting the needs of both male and female students. The share of graduates under 25 years of age among all graduates is also presented.

Upper secondary graduation is the foundation for further education. It has become an essential milestone for most students and provides economic and social benefits for society. Historically, males had been much more likely to graduate from secondary school; however, that pattern has been reversed for many years in Canada and almost all other OECD member countries. Whether male or female, the value of graduating from high school also extends beyond the academic qualification by giving individuals what is now widely considered the minimum requirement for entry into the labour market.

Another dimension presented by this indicator is the successful completion of upper secondary programmes based on a synthetic cohort for public schools. To a certain extent, this indicator reveals the effectiveness of Canada's various public education systems in producing graduates within the three-year period typically considered by the OECD as the normal duration of an upper secondary education program (on-time graduation). In Canada, this period would be equivalent to Grades 10 to 12, or, in Quebec, Grades 9 to 11.

Observations

Chart A.2.1
Upper secondary graduation rates, by sex, 2011



Note: The most recent data available for Canada and jurisdictions are for 2011, reflecting reports for the 2010/2011 academic year.
Source: Table A.2.1.

Upper secondary graduation rates

- Canada's high school ("upper secondary") graduation rate was 85% in 2011.[1] The majority of other OECD member countries also reported graduation rates of at least 80%, and the latest OECD average (2011) was 84%.

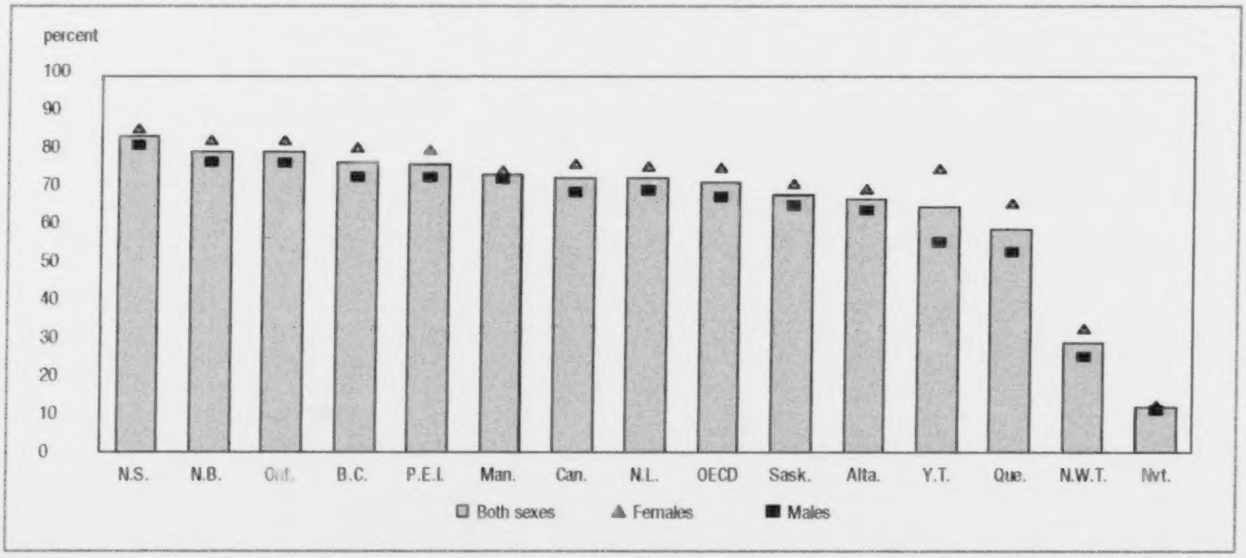
Graduation rates higher for females

- In Canada in 2011, the graduation rate for females was higher (87%) than that for males (82%), similar to the OECD female and male averages.

Successful completion of upper secondary programmes

Chart A.2.2

Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds, by sex, 2011



Notes: 15- to 18-year-olds in Quebec. The most recent data available for Canada and jurisdictions are for 2011, reflecting reports for the 2010/2011 academic year.
Source: Table A.2.2.

- Close to three quarters of students (73%) complete high school within the three-year period typically covered by upper secondary education. The average "on-time" graduation rate for OECD countries was 72%.[2]
- The proportion of students who completed their education in the expected time varied considerably across the country: from 12% in Nunavut to 84% in Nova Scotia.
- The successful on-time completion of upper secondary programmes was higher for females than for their male counterparts in all provinces and territories. For the provinces, the lowest female-male gap was in Manitoba at 2 percentage points while the highest was in Quebec (13). At the Canada level the difference was 8 percentage points.

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[1] This rate reports on high school graduates, during a given year, from public, private, and First Nations band-operated schools as a proportion of the population of the corresponding age—a "population-based graduation rate". It provides an estimation of the probability that an individual will graduate from high school during his or her lifetime.

[2] These successful completion rates were calculated using a proxy cohort-based methodology. See the "Definition, data sources and methodology" section for this indicator.

Definitions, sources and methodology

This indicator presents *net* upper secondary graduation rates without duplication (i.e., first-time graduates) by sex. It also presents successful completion of upper secondary programmes of a proxy cohort in public schools.

Upper secondary graduation rates

These rates are an estimation of the probability that an individual will graduate from high school during his or her lifetime, assuming that current conditions related to graduation all remain the same.[3]

Upper secondary graduation rates are the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the corresponding specific age. Rates without duplication only count individuals who had obtained, during a given year, a diploma at this level for the first time.[4] In general, a graduate of upper secondary education is considered to have successfully completed the last year of education at this level, regardless of his or her age.

All data for Canada reflect the 2010/2011 school year; the OECD averages reflect 2011/2012. Information for Canada was drawn from the Elementary-Secondary Education Survey (ESES), an administrative survey that collects data for public and private educational institutions from the provincial and territorial ministries/departments of education.[5] To ensure comparability with other OECD countries, Statistics Canada added, for all provinces and territories (except Ontario and Nova Scotia, for which data were estimated), the number of 2010/2011 graduates from private schools provided by provinces and territories at ESES collection. The number of graduates from First Nations band-operated schools (these data were obtained from Aboriginal Affairs and Northern Development Canada), were also added to the number of public and private school graduates and included in the calculation of the upper secondary graduation rates presented.

Population estimates used in the denominator of the graduation rate calculation cover the entire population, including Aboriginal people, as of January 1, 2011.

Successful completion of upper secondary programmes in public schools

An adjusted proxy cohort for examination of the successful completion of upper secondary programmes has been developed for public schools (as per the scope of the ESES data collection) for Canada and the jurisdictions. It was calculated by dividing the number of 16- to 19-year-old graduates (15- to 18-year-olds in Quebec) in 2010/2011 by the number of Grade 10 (3^e secondaire in Quebec) enrolments recorded three years earlier (i.e., in 2008/2009). This ratio has been adjusted to take into account deaths and interprovincial and international migration factors.

The adjustment factor is generated by dividing the 14- to 15-year-old population in 2008 (which represents the Grade 10 students) by the 17- to 18-year-old population in 2011 (which represents the Grade 10 students who graduated three years later). For Canada, where there is more in-migration than out-migration, the adjustment factor is below 100%. If this adjustment is not made, the inclusion of recent in-migrants who were not part of the original Grade 10 cohort would result in an overestimation of the number of graduates that were part of the original universe (the 2008 Grade 10 enrolments). This adjustment implicitly assumes that graduation rates of recent immigrants are identical to graduation rates of those in the original cohort.

Other possible flows in and out of the public school system between enrolment in Grade 10 and graduation at the end of Grade 12 may exist; for example, movement between public and private schools. Such possibilities could not be taken into consideration, however, as the appropriate data that would be needed to estimate such flows are not available at this time.

International data collection

The international figures used by the OECD are obtained from the UOE collection of statistical data on education, carried out jointly by three international organizations (UNESCO, the OECD, and Eurostat), and conducted in 2013 by the OECD.

Note: The corresponding OECD indicator is A2, *How many students are expected to complete upper secondary education?*.

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[3] The methodology used to produce the numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this report may differ from those published by the provinces/territories.

[4] In Canada, data on high school graduation is collected through the Elementary-Secondary Education Survey, which collects information on individuals who graduated at this level for the first time (unduplicated counts).

[5] Data on graduations from some secondary programs are not uniformly available across the provinces/territories, and general education development (GED) credentials, adult basic upgrading and education, and graduation from adult school, which take place outside regular secondary school programs, are, in most instances, not included.

Table A.2.1
Upper secondary graduation rates[1], by sex, Canada, provinces and territories, 2011

	Total (unduplicated)			
	Both sexes all ages[2]	Males all ages	Females all ages	Share of < 25 years old[3]
	percent			
OECD average[4,5]	84	81	87	95
Canada[5]	85	82	87	94
Newfoundland and Labrador	75	72	78	98
Prince Edward Island	87	85	88	100
Nova Scotia	87	82	92	100
New Brunswick	83	80	85	100
Quebec	93	90	96	85
Ontario	86	84	88	97
Manitoba[6]	78	76	79	99
Saskatchewan	82	80	85	96
Alberta	69	67	72	99
British Columbia	85	82	89	97
Yukon	64	53	78	100
Northwest Territories	55	50	61	94
Nunavut	35	34	36	97

1. All graduation rates in this table are calculated according to the "net" methodology (see the "Definitions, sources and methodology" section in Indicator A2 for more details).

2. The sum of graduation rates by age, which are obtained by dividing graduates of a specific age by the population of the corresponding specific age.

3. Share of graduates under 25 years of age among the total population of graduates.

4. These averages are from *Education at a Glance 2014: OECD Indicators*, Table A2.1a, Upper secondary graduation rates and average ages (2012) and Table A2.1b, Upper secondary graduation rates: Under 25 years old (2012), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

5. The estimates submitted to the OECD for its 2014 report are for 2011; they reflect the 2010/2011 academic year and are included in the OECD's average figures for 2012.

6. Manitoba graduates from Adult Learning Centres in the province are not included in the graduation rate calculation.

Note: The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES); Aboriginal Affairs and Northern Development Canada (AANDC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Table A.2.2
Successful completion[1] of upper secondary programmes in public schools, 16- to 19-year-olds,[2] by sex, Canada, provinces and territories, 2011

	Both sexes	Females	Males
	percent		
OECD[3]	72	76	68
Canada	73	77	69
Newfoundland and Labrador	73	76	70
Prince Edward Island	77	80	73
Nova Scotia	84	86	82
New Brunswick	80	83	77
Quebec[4]	59	66	53
Ontario	80	83	77
Manitoba	74	75	73
Saskatchewan	68	71	66
Alberta	67	70	64
British Columbia	77	81	73
Yukon	65	75	56
Northwest Territories	29	33	25
Nunavut	12	13	11

1. The proxy cohort rate is calculated by Statistics Canada using 2008/2009 Grade 10 ("Secondaire 3" in Quebec) enrolments and 16- to 19-year-olds (15- to 18-year-olds in Quebec) graduates data in 2010/2011. The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

2. 15- to 18-year-olds in Quebec.

3. These averages are from *Education at a Glance 2014: OECD Indicators*, Table A2.4, Successful completion of upper secondary programmes, by gender and programme orientation, which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Seventeen countries reported for this indicator; the OECD reports a "countries average" not the typical "OECD average". Please see the OECD's Web site at www.oecd.org.

4. As a significant proportion of students in Quebec complete their upper secondary programmes in private schools, the numbers for this province should not be interpreted as the total proportion of successful completion of all upper secondary programmes.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES), Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

A3 Labour market outcomes

Context

This indicator examines the connection between educational attainment and the labour market by looking at employment rates among the adult population aged 25 to 64. This relationship is explored by sex, and information by age group is provided. Trends in employment rates by educational attainment are also presented. Educational attainment reflects the highest level of education successfully completed, based on the International Standard Classification of Education (ISCED) categories.[1]

One of the main objectives of education systems is to prepare individuals so they can participate in a knowledge-oriented economy and society. From an educational perspective, it is interesting to examine the impact of educational attainment on employability. In OECD countries, upper secondary (high school) graduation is considered the minimum requirement for finding a good job and being competitive in the labour market. Moreover, employability, judged on the basis of the employment rate (the ratio of the number of persons with a job in a given group to the total population of that group), increases with the amount of education attained.

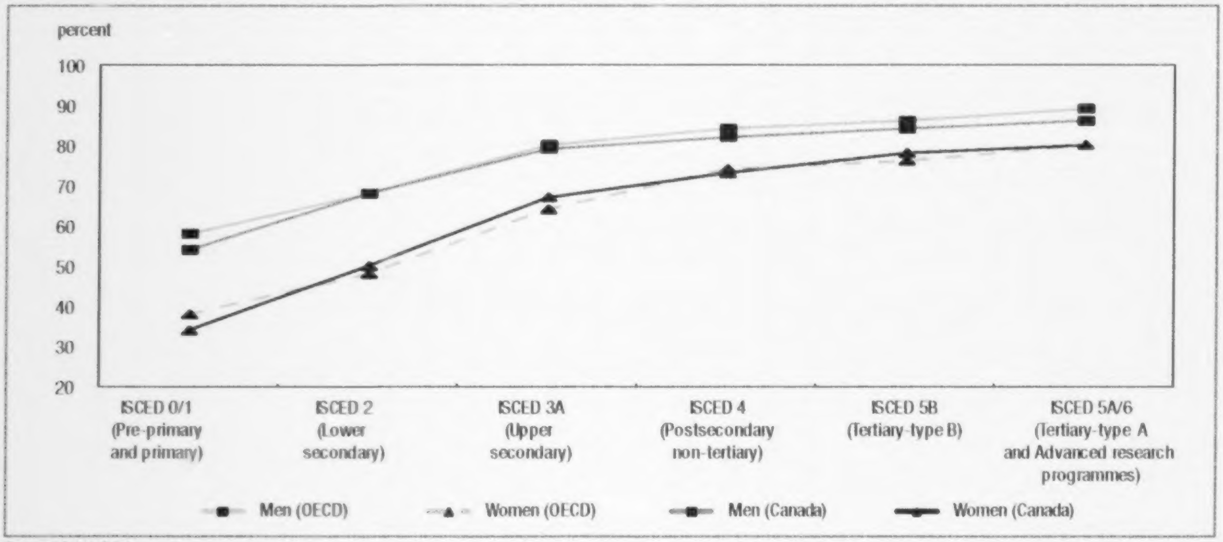
Although employment rates reflect a complex combination of economic, institutional and social factors that vary from country to country, or from one province/territory to another, job prospects and employment rates are generally better for those individuals with higher education.

In general, differences across the country largely relate to the structure and composition of individual provincial economies. The employment rates in all four western provinces indicate provincial economies that drive relatively high employment rates regardless of educational attainment.

Observations

Employment rates by attainment

Chart A.3.1
Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, Canada and OECD, 2012



Source: Table A.3.1.

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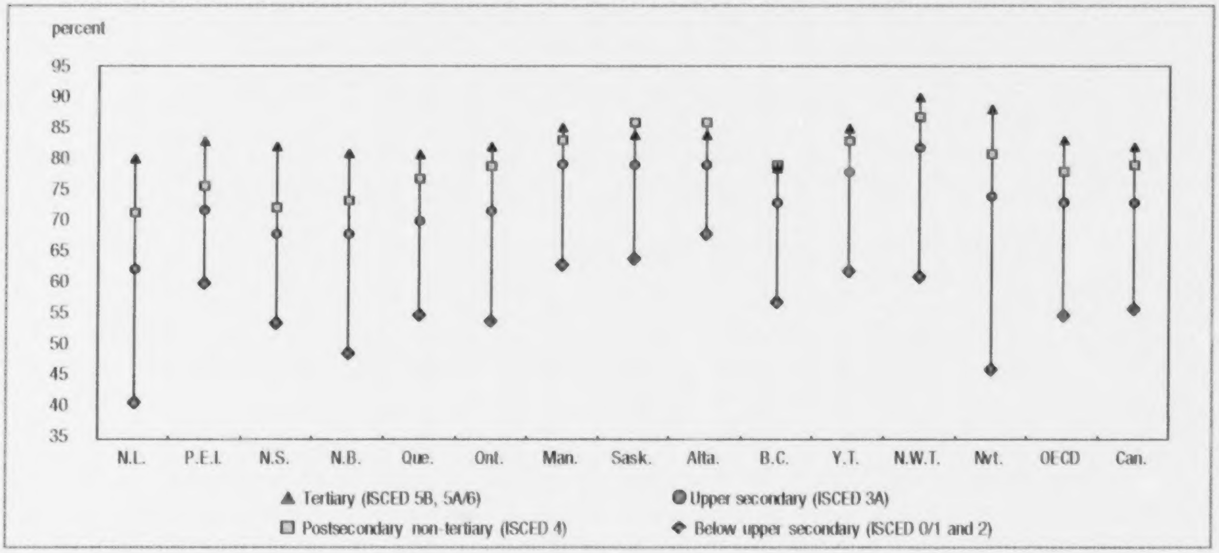
1. See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

- Employment rates rose with levels of educational attainment both in Canada and at the OECD average.
- In Canada and for the OECD average, women had consistently lower employment rates than men.
- This gender gap in employment rates was largest (around 20 percentage points) among those with the least education and smallest (6 percentage points) among the men and women with a college or university credential (ISCED 5B and 5A/6)

Chart A.3.2
Employment rates of the 25- to 64-year-old population, by highest level of education attained, 2012



Sources: Table A.3.1 and A.3.2.

- Employment rates also rose with levels of educational attainment across all provinces and territories. However, the magnitude and the nature of the educational advantage varied among the jurisdictions.
- In general, the size of the differences in employment rates associated with educational attainment were less pronounced in the west compared with the east.
- Although tertiary graduates generally had the highest employment rates in 2012, this was not true in Saskatchewan and Alberta, where those with ISCED 4 attainment (trade certificates, vocational diplomas, or apprenticeship training)[2] had the highest employment rates.

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[2] For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see "Mapping to ISCED" in this report's Notes to readers section.

Definitions, sources and methodology

This indicator, labour market outcomes, examines the relationship between educational attainment and the employment rates of 25- to 64-year-olds, overall, by sex, and by age group. It also provides insight into how this relationship has evolved over time.

The employment rate represents the percentage of employed people in this population. To calculate the employment rate for a group with a particular level of educational attainment, the number of employed persons with the particular level of educational attainment is divided by the total number of persons in the population aged 25 to 64 who have attained that education level and then multiplying this quotient by 100.

The concepts and definitions of "employment" and "unemployment" adopted by the Labour Force Survey (LFS) are based on those endorsed by the International Labour Organisation (ILO). Employed persons are those who, during the reference week: (1) did any work at all at a job or business, that is, paid work in the context of an employer-employee relationship, or self-employment. It also includes unpaid family work, which is defined as unpaid work contributing directly to the operation of a farm, business or professional practice owned and operated by a related member of the same household; or (2) had a job but were not at work due to factors such as own illness or disability, personal or family responsibilities, vacation, labour dispute or other reasons (excluding persons on layoff, between casual jobs, and those with a job to start at a future date). The education level is measured according to the highest level of schooling completed.

The 2012 data for Canada and its provinces and territories were drawn from the Labour Force Survey (LFS), which surveys approximately 56,000 households every month.[3] The LFS excludes the following from the scope of the survey: individuals who live on reserves or in other Aboriginal settlements in the provinces, full-time members of the Canadian Forces and institutional residents. The LFS employment rate is based on a monthly average from January to December. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and they are extracted from the OECD and Eurostat databases compiled from national labour force surveys for the OECD member countries.

Note: The corresponding OECD indicator is A5, *How does educational attainment affect participation in the labour market?*.

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[3] The LFS sample size has varied over the years, but the survey typically covers approximately 56,000 households. For more information, see *Guide to the Labour Force Survey*, Statistics Canada Catalogue no. 71-543-G

Table A.3.1

Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, Canada, provinces and territories, 2012

				Upper secondary education			Tertiary education		
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes) /3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)[2]	ISCED 5B (Type B)	ISCED 5A/6 (Type A and Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percent								
OECD averages[3]									
Both sexes	46	59	..	73	73	78	81	84	73
Men	58	68	..	80	80	84	86	89	80
Women	38	48	..	64	65	74	76	80	65
Canada[4]									
Both sexes	44	61	...	[5]	73	79	81	83	76
Men	54	68	...	[5]	79	82	84	86	80
Women	34	50	...	[5]	67	73	78	80	72
Newfoundland and Labrador									
Both sexes	35	45	...	[5]	62	71	77	84	68
Men	40	54	...	[5]	68	73	81	88	71
Women	28	37	...	[5]	57	67	74	82	64
Prince Edward Island									
Both sexes	54	62	...	[5]	72	76	82	84	76
Men	59	66	...	[5]	76	79	85	86	78
Women	36[E]	56	...	[5]	67	68	81	82	74
Nova Scotia									
Both sexes	39	57	...	[5]	69	72	79	84	74
Men	45	65	...	[5]	72	72	84	86	76
Women	29	46	...	[5]	66	70	76	82	72
New Brunswick									
Both sexes	39	53	...	[5]	69	73	78	84	72
Men	46	61	...	[5]	73	74	81	86	74
Women	29	44	...	[5]	64	71	77	83	69
Quebec									
Both sexes	42	61	...	[5]	70	77	81	82	75
Men	51	69	...	[5]	77	79	82	83	78
Women	32	51	...	[5]	63	74	80	81	72
Ontario									
Both sexes	46	57	...	[5]	72	79	81	82	76
Men	56	65	...	[5]	77	82	84	86	80
Women	36	47	...	[5]	65	72	78	79	72
Manitoba									
Both sexes	51	66	...	[5]	79	83	84	87	80
Men	67	76	...	[5]	85	86	89	90	86
Women	34	52	...	[5]	73	78	79	84	75

Table A.3.1

Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, Canada, provinces and territories, 2012 (continued)

			Upper secondary education				Tertiary education		
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes) /3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)[2]	ISCED 5B (Type B)	ISCED 5A/6 (Type A and Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percent								
Saskatchewan									
Both sexes	55	66	...	[5]	79	86	83	86	81
Men	72	75	...	[5]	85	91	90	89	86
Women	33	50	...	[5]	72	78	79	83	75
Alberta									
Both sexes	52	72	...	[5]	79	86	83	85	82
Men	67	80	...	[5]	86	89	91	90	87
Women	37	60	...	[5]	72	78	78	81	75
British Columbia									
Both sexes	46	60	...	[5]	73	79	78	80	75
Men	56	65	...	[5]	78	82	83	84	80
Women	37	53	...	[5]	68	71	76	76	71
Yukon									
Both sexes	x	64	...	[5]	78	83	82	89	81
Men	x	63	...	[5]	80	88	79	86	80
Women	x	64	...	[5]	77	59	84	90	81
Northwest Territories									
Both sexes	55	63	...	[5]	82	87	89	92	82
Men	60	65	...	[5]	84	87	90	97	85
Women	46	61	...	[5]	79	85	88	87	80
Nunavut									
Both sexes	42	49	...	[5]	74	81	82	94	67
Men	41	50	...	[5]	74	82	87	96	68
Women	44	48	...	[5]	74	78	78	91	66

.. not available for a specific reference period

... not applicable

x suppressed to meet the confidentiality requirements of the Statistics Act

E use with caution

1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.
2. Trade certificates or diplomas from a vocational school or apprenticeship training.
3. These averages are from *Education at a Glance 2014: OECD Indicators*, Table A5.1a, Employment rates, by educational attainment (2012), and Table A5.1b, Employment rates, by educational attainment and gender (2012), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table A.3.2
Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012

	Age 25 to 64					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[2]
OECD average[3]						
Below upper secondary	57	57	56	55	55	-0.3
Upper secondary and postsecondary non-tertiary	75	75	74	74	74	-0.2
Tertiary	85	84	83	83	83	-0.2
Canada[4]						
Below upper secondary	55	56	55	55	56	0.2
Upper secondary and postsecondary non-tertiary	76	76	74	74	75	-0.1
Tertiary	83	82	81	82	82	-0.1
Newfoundland and Labrador						
Below upper secondary	35	36	39	41	41	1.5
Upper secondary and postsecondary non-tertiary	63	64	64	65	67	0.4
Tertiary	76	77	77	79	80	0.5
Prince Edward Island						
Below upper secondary	57	60	54	56	60	0.4
Upper secondary and postsecondary non-tertiary	72	72	71	71	73	0.0
Tertiary	82	83	82	82	83	0.1
Nova Scotia						
Below upper secondary	48	50	51	54	53	0.8
Upper secondary and postsecondary non-tertiary	71	73	70	71	70	-0.1
Tertiary	79	80	81	81	82	0.2
New Brunswick						
Below upper secondary	45	46	51	46	49	0.7
Upper secondary and postsecondary non-tertiary	72	72	71	69	70	-0.3
Tertiary	80	80	81	82	81	0.0
Quebec						
Below upper secondary	50	52	54	53	55	0.7
Upper secondary and postsecondary non-tertiary	73	74	72	73	73	0.0
Tertiary	82	81	82	82	81	-0.1
Ontario						
Below upper secondary	59	58	53	54	54	-0.7
Upper secondary and postsecondary non-tertiary	77	77	73	73	73	-0.4
Tertiary	83	83	81	82	82	-0.2
Manitoba						
Below upper secondary	65	63	65	63	63	-0.3
Upper secondary and postsecondary non-tertiary	81	81	81	80	80	-0.1
Tertiary	84	86	85	85	85	0.1

Table A.3.2

Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012 (continued)

	Age 25 to 64					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[2]
Saskatchewan						
Below upper secondary	63	63	65	64	64	0.0
Upper secondary and postsecondary non-tertiary	82	82	82	82	82	0.0
Tertiary	85	85	86	84	84	-0.1
Alberta						
Below upper secondary	65	68	64	66	68	0.4
Upper secondary and postsecondary non-tertiary	82	82	80	81	82	0.0
Tertiary	85	84	82	84	84	-0.1
British Columbia						
Below upper secondary	54	59	57	55	57	0.5
Upper secondary and postsecondary non-tertiary	75	75	74	73	75	-0.1
Tertiary	81	79	78	79	79	-0.2
Yukon						
Below upper secondary	61	56	52	58	62	0.2
Upper secondary and postsecondary non-tertiary	81	83	76	82	80	-0.1
Tertiary	87	88	85	88	85	-0.1
Northwest Territories						
Below upper secondary	..	62	49	58	61	...
Upper secondary and postsecondary non-tertiary	..	87	88	85	84	...
Tertiary	..	92	89	91	90	...
Nunavut						
Below upper secondary	..	46	53	52	46	...
Upper secondary and postsecondary non-tertiary	..	77	72	73	76	...
Tertiary	..	93	90	87	88	...

	Age 25 to 34					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[2]
OECD average[3]						
Below upper secondary	64	61	58	58	57	-1.0
Upper secondary and postsecondary non-tertiary	78	77	75	75	75	-0.3
Tertiary	85	84	83	83	82	-0.3
Canada[4]						
Below upper secondary	60	62	58	59	59	-0.2
Upper secondary and postsecondary non-tertiary	79	80	77	78	79	-0.1
Tertiary	86	85	84	84	84	-0.1

Table A.3.2
Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012 (continued)

	Age 25 to 34					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[2]
Newfoundland and Labrador						
Below upper secondary	34	39	41	45	43	2.1
Upper secondary and postsecondary non-tertiary	64	65	67	68	69	0.6
Tertiary	78	79	80	85	85	0.7
Prince Edward Island						
Below upper secondary	63	62	55	66	64	0.1
Upper secondary and postsecondary non-tertiary	75	76	72	72	74	-0.1
Tertiary	87	88	84	85	86	0.0
Nova Scotia						
Below upper secondary	59	55	52	54	51	-1.2
Upper secondary and postsecondary non-tertiary	77	76	72	72	71	-0.7
Tertiary	85	85	86	84	85	0.0
New Brunswick						
Below upper secondary	49	46	48	44	50	0.3
Upper secondary and postsecondary non-tertiary	73	77	71	72	72	-0.1
Tertiary	86	87	87	88	85	0.0
Quebec						
Below upper secondary	57	59	60	59	61	0.7
Upper secondary and postsecondary non-tertiary	78	79	78	80	80	0.2
Tertiary	84	84	85	85	85	0.1
Ontario						
Below upper secondary	64	63	54	56	54	-1.5
Upper secondary and postsecondary non-tertiary	81	80	75	74	76	-0.5
Tertiary	87	85	84	83	84	-0.2
Manitoba						
Below upper secondary	67	59	60	61	63	-0.6
Upper secondary and postsecondary non-tertiary	85	81	82	82	82	-0.3
Tertiary	87	89	87	86	87	0.0
Saskatchewan						
Below upper secondary	58	61	64	59	58	0.1
Upper secondary and postsecondary non-tertiary	81	82	82	82	82	0.0
Tertiary	88	87	87	86	86	-0.2
Alberta						
Below upper secondary	65	73	64	67	67	0.3
Upper secondary and postsecondary non-tertiary	83	84	81	82	84	0.1
Tertiary	88	85	84	85	85	-0.2

Table A.3.2

Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012 (continued)

	Age 25 to 34					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[2]
British Columbia						
Below upper secondary	59	67	60	60	60	0.1
Upper secondary and postsecondary non-tertiary	78	79	77	78	79	0.1
Tertiary	84	84	81	81	81	-0.2
Yukon						
Below upper secondary	49	x	51 E	54	54	0.9
Upper secondary and postsecondary non-tertiary	79	81	75	81	80	0.1
Tertiary	84	91	84	87	86	0.2
Northwest Territories						
Below upper secondary	..	58	41	43	51	...
Upper secondary and postsecondary non-tertiary	..	88	87	81	86	...
Tertiary	..	90	92	93	91	...
Nunavut						
Below upper secondary	..	40	44	44	41	...
Upper secondary and postsecondary non-tertiary	..	78	70	71	72	...
Tertiary	..	89	93	87	89	...

	Age 55 to 64					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[2]
OECD average[3]						
Below upper secondary	36	38	41	41	41	1.1
Upper secondary and postsecondary non-tertiary	46	50	53	54	55	1.5
Tertiary	63	66	67	67	68	0.7
Canada[4]						
Below upper secondary	37	41	43	43	44	1.6
Upper secondary and postsecondary non-tertiary	52	57	58	59	60	1.2
Tertiary	57	62	65	65	65	1.1
Newfoundland and Labrador						
Below upper secondary	19	26	32	34	36	5.5
Upper secondary and postsecondary non-tertiary	35	43	46	47	52	3.4
Tertiary	41	50	50	56	54	2.4
Prince Edward Island						
Below upper secondary	40	49	44	47	52	2.2
Upper secondary and postsecondary non-tertiary	46	56	59	60	61	2.4
Tertiary	51	58	65	64	65	2.1

Table A.3.2
Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012 (continued)

	Age 55 to 64					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[2]
Nova Scotia						
Below upper secondary	31	34	40	40	42	2.7
Upper secondary and postsecondary non-tertiary	43	51	55	54	57	2.4
Tertiary	46	54	62	63	63	2.6
New Brunswick						
Below upper secondary	31	33	41	38	39	1.9
Upper secondary and postsecondary non-tertiary	46	51	56	54	56	1.7
Tertiary	47	53	58	58	59	1.9
Quebec						
Below upper secondary	33	36	40	41	41	1.9
Upper secondary and postsecondary non-tertiary	46	51	53	53	55	1.6
Tertiary	52	55	59	60	59	1.1
Ontario						
Below upper secondary	38	44	41	42	44	1.1
Upper secondary and postsecondary non-tertiary	53	59	59	59	60	0.9
Tertiary	60	65	67	66	67	0.9
Manitoba						
Below upper secondary	45	51	56	54	55	1.7
Upper secondary and postsecondary non-tertiary	56	63	66	66	68	1.7
Tertiary	61	66	71	70	71	1.3
Saskatchewan						
Below upper secondary	50	51	59	57	59	1.5
Upper secondary and postsecondary non-tertiary	62	62	70	71	71	1.1
Tertiary	64	69	73	71	71	0.8
Alberta						
Below upper secondary	51	54	55	54	56	0.9
Upper secondary and postsecondary non-tertiary	60	68	65	69	71	1.4
Tertiary	61	71	72	72	72	1.4
British Columbia						
Below upper secondary	38	39	45	40	45	1.5
Upper secondary and postsecondary non-tertiary	55	57	58	57	60	0.7
Tertiary	60	62	64	65	65	0.7
Yukon						
Below upper secondary	56	43[E]	48	55	70	1.9
Upper secondary and postsecondary non-tertiary	71	75	67	77	75	0.4
Tertiary	82	74	77	76	72	-1.0

Table A.3.2

Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005 and 2010 to 2012 (continued)

	Age 55 to 64					
	2000	2005	2010	2011	2012	2000 to 2012
	percent					average annual growth rate[2]
Northwest Territories						
Below upper secondary	..	58	49	62	67	...
Upper secondary and postsecondary non-tertiary	..	77	80	84	79	...
Tertiary	..	87	82	87	85	...
Nunavut						
Below upper secondary	..	38	49	49	45	...
Upper secondary and postsecondary non-tertiary	..	x	81	88	89	...
Tertiary	..	x	93	90	87	...

.. not available for a specific reference period

... not applicable

0 true zero or a value rounded to zero

x suppressed to meet the confidentiality requirements of the Statistics Act

E use with caution

1. Number of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds in employment as a percentage of the populations aged 25 to 64, 25 to 34 and 55 to 64, respectively.
2. The average annual growth rates for Canada, the provinces and territories were calculated using unrounded data for all years in the 2000-to-2012 period.
3. These averages are from *Education at a Glance 2014: OECD Indicators*, Table A5.1a, Employment rates, by educational attainment (2012), and Table A5.3a, Employment rates, by educational attainment and gender (2012), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Chapter B

Financial resources invested in education

B1 Expenditure per student

Context

This indicator provides information on the investment, from all sources, in each student in public and private institutions at several levels of education. Expenditure by educational institutions per student is largely influenced by teachers' salaries (see Indicators B3 and D2), pension systems, teaching and instructional hours (see Indicator D1), the cost of teaching materials and facilities, the program provided (e.g., general or vocational), and the number of students enrolled in the education system. Policies to attract new teachers or to reduce average class size or change staffing patterns have also contributed to changes in expenditure by educational institutions per student over time. Ancillary and R&D services can also influence the level of expenditure by educational institutions per student.

Effective schools require the right combination of trained and talented personnel, appropriate curriculum, adequate facilities and motivated students who are ready to learn. The demand for high quality education, which can translate into higher costs per student, must be balanced against other demands on public expenditure and the overall burden of taxation. Although it is difficult to assess the optimal volume of resources needed to prepare each student for life and work in modern societies, international comparisons of spending by educational institutions per student can provide useful reference points.

Policy-makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. In addition, decisions regarding the allocation of funds among the various levels of education are key. For example, certain provinces and territories emphasize broad access to higher education and some invest in near universal education for children as young as 3 or 4 years of age.

The indicator shows direct public and private expenditure by educational institutions[1] in relation to the number of full-time equivalent students enrolled. Note that variations in expenditure by educational institutions per student may reflect not only variations in the resources provided to students (e.g., variations in the ratio of students to teaching staff) but also variations in relative salary and price levels.[2]

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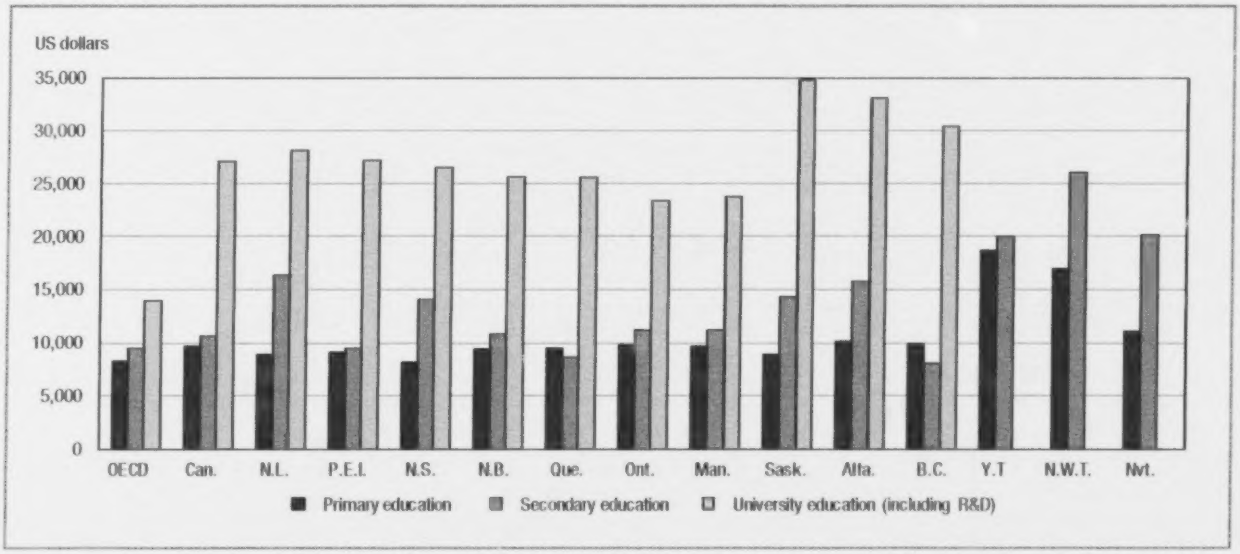
1. This indicator (B1) presents "expenditure *by* educational institutions", as data are collected by type of institution. Indicator B2 uses the term "expenditure *on* educational institutions", as the financial data are collected by source of funds, type of transaction, and level of education. As the two sources are not the same, the totals may differ.

2. In *Education at a Glance 2014*, the OECD publishes figures that have been adjusted for cost-of-living differences between countries using purchasing power parities (PPP). In this Canadian report, two sets of figures are published for Canada, the provinces and the territories: one in Canadian dollars; the second in US dollars after PPP conversion of the Canadian dollar. No PPP conversion to adjust for cost-of-living differences between provinces and territories was made.

Observations

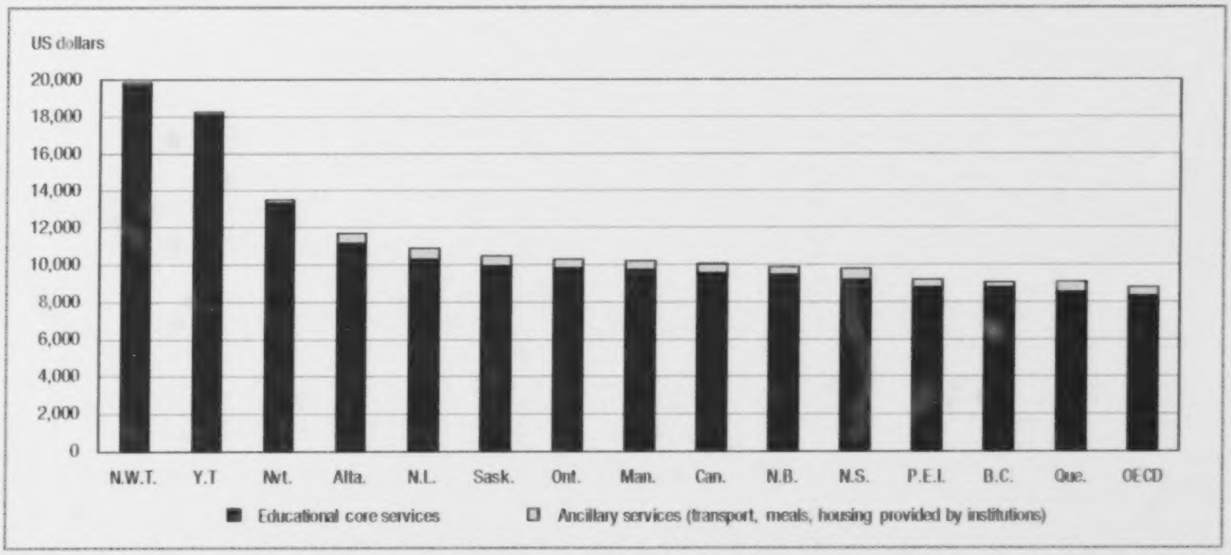
Chart B.1.1
Annual expenditure by educational institutions per student for all services, primary, secondary and university education, 2010/2011



Notes: All figures are in US dollars, converted using purchasing power parity (PPP). The OECD average includes the entire tertiary sector (ISCED levels 5a, 5b, 6). Figures for the provinces and territories and the Canadian average are for the university level (ISCED levels 5a/6). Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments for some provinces/territories. In Quebec, vocational training and general education for adults are included at the secondary level. Comparisons between the provinces and territories must be made with caution. Due to changes in the fiscal year, financial data for Quebec universities that were reported to Statistics Canada were for eleven months. The financial data have thus been estimated for twelve months by the Quebec ministry.
Source: Table B.1.1.2.

- Expenditure per student for primary education in Canada, the provinces and at the OECD average was similar. However spending in the territories for primary education was somewhat higher.
- Spending on secondary education was higher than that for primary education in Canada, the provinces (except Quebec and British Columbia) and territories, and on average, for the OECD. However, expenditure for secondary education varied considerably across provinces and territories.
- University expenditure per student in Canada was substantially higher in all jurisdictions when compared with spending per student at the primary and secondary level. At $27,102, Canada's figure was almost double that of the OECD average $13,958.

Chart B.1.2
Annual expenditure by educational institutions per student in primary and secondary education, by type of services, 2010/2011



Notes: All figures are in US dollars, converted using purchasing power parity (PPP). The OECD figures include primary, secondary and postsecondary non-tertiary. Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments for some provinces/territories. In Quebec, vocational training and general education for adults are included at the secondary level. Comparisons between the provinces and territories must be made with caution.
Source: Table B.1.1.2.

- Core educational services represented the bulk of expenditure per student in Canada, across provinces and territories and at the OECD level, ranging from 94% for the OECD, Quebec and Nova Scotia to 99% in the territories.

Definitions, sources and methodology

Data refer to the 2010/2011 financial year and are for the elementary and secondary levels and for the university sector. A method is being developed to estimate this indicator for college as well. The OECD figures are from the UOE data collection on education statistics, administered by the OECD in 2013.[3]

Expenditure by educational institutions per student at a particular level of education is calculated by dividing the total expenditure by educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programs for which both enrolment and expenditure data are available are taken into account. In accordance with the OECD definition provided in the data collection manual, debt servicing expenditure is excluded.

Financial data for elementary and secondary school levels are based on five Statistics Canada surveys: the Survey of Uniform Financial System – School Boards (this is the largest source of expenditure reporting); the Elementary-Secondary Education Survey (ESES) (for the estimates of capital spending in three provinces); the Survey of Federal Government Expenditures in Support of Education (most of which is for the education of First Nations students); the Survey of Financial Statistics of Private Elementary and Secondary Schools; and the Provincial Expenditures on Education in Reform and Correctional Institutions survey. The last two are inactive, but the figures are estimated based on data from previous years.

The financial data obtained at the elementary and secondary levels are not divided by level. Given that salaries are the largest financial item, the expenditure is broken down by level based on an estimate of the payroll at each level. The ESES does not provide details on teachers per level. In the 2011 National Household Survey[4], teachers in each province and territory reported whether they were teaching at the elementary or secondary level, as well as their average salaries. Payroll was calculated by multiplying the number of teachers at each level by the average salary at that level. For each jurisdiction, the proportion of total payroll going to each level was then used to multiply total expenditure; e.g., if, in one jurisdiction, 69% of payroll went to the elementary level, it was assumed that 69% of total expenditure was attributable to that level.

Enrolment data for elementary and secondary school levels are the sum of enrolment in public and private schools (ESES) and enrolment in First Nations band-operated schools (Aboriginal Affairs and Northern Development Canada). Enrolment corresponding to the 2010/2011 financial year was obtained using 5/12 of the enrolment for the 2009/2010 school year and 7/12 of the enrolment for the 2010/2011 school year.

The manner in which enrolment was weighted between elementary and secondary levels is implicit in the definition of secondary school,[5] which varies from 7 to 11 (Quebec), 8 to 12 (British Columbia and Yukon), 9 to 12 (New Brunswick, Ontario and Manitoba), up to 10 to 12 (Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories, and Nunavut), given that teachers report whether they teach at the elementary or secondary level, and given that the definition of secondary school varies by province. (In Tables B.1.1.1 through B.1.2.2, the secondary grades are reflected in the ISCED 3 category labelled "upper secondary"[6].) A different weighting was applied when calculating the figures for Canada that appear in *Education at a Glance 2014: OECD Indicators*. In that publication, enrolment for Canada at the upper secondary level was defined as Grades 9 to 12. The weighting factors were calculated based on actual enrolment figures in the respective grades in public school and in private schools in the 2010/2011 school year (ESES), and applied to the total weighted enrolment corresponding to the 2010/2011 financial year.

The following table gives weighting factors for both expenditure and enrolment in Canada.

Weighting factors used to divide expenditure and enrolment by level

	Elementary		Secondary		
Jurisdiction	Expenditure	Enrolment	Expenditure	Enrolment	Definition of secondary
	percent				grade
Newfoundland and Labrador	59.6	73.0	40.4	27.0	10 to 12
Prince Edward Island	70.9	71.8	29.1	28.2	10 to 12
Nova Scotia	61.3	73.1	38.7	26.9	10 to 12
New Brunswick	61.7	65.0	38.3	35.0	9 to 12
Quebec	51.3	49.0	48.7	51.0	7 to 11
Ontario	60.3	63.6	39.7	36.4	9 to 12
Manitoba	61.0	64.4	39.0	35.6	9 to 12
Saskatchewan	61.8	72.1	38.2	27.9	10 to 12
Alberta	63.0	72.6	37.0	27.4	10 to 12
British Columbia	58.6	53.7	41.4	46.1	8 to 12
Yukon	53.0	57.0	47.0	43.0	8 to 12
Northwest Territories	59.4	68.9	40.6	31.2	10 to 12
Nunavut	59.9	73.2	40.6	31.2	10 to 12
Canada in this report	58.9	61.0	41.1	38.9	
Canada in the OECD report	59.0	64.4	41.0	35.6	9 to 12

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[4] In previous years, this indicator included data from the Census long form. This year it includes data from the National Household Survey. When comparing estimates from the 2006 Census long form and estimates from the 2011 National Household Survey (NHS), users should take into account the fact that the two sources represent different populations. The target population for the 2006 Census long form includes usual residents in collective dwellings and persons living abroad whereas the target population for the NHS excludes them. Moreover, the NHS estimates are derived from a voluntary survey and are therefore subject to potentially higher non response error than those derived from the 2006 Census long form.

[5] See Figure 1 in appendix, Structure of Education and Training in Canada in Education Indicators in Canada: Handbook of the Pan-Canadian Education Indicators Program.

[6] In Quebec, this category also includes lower secondary.

For the university sector, the financial data were drawn from the Financial Information of Universities and Colleges Survey (FIUC), done in conjunction with the Canadian Association of University Business Officers (CAUBO), and the Survey of Federal Government Expenditures in Support of Education. The enrolment figures come from the Postsecondary Student Information System (PSIS); figures for the 2009/2010 and 2010/2011 academic years were used. Enrolment was first converted into full-time equivalents (i.e., the number of part-time students was divided by 3.5). Then the two academic years were weighted to correspond to the 2010/2011 financial year (April 2010 to March 2011) by applying 5/12 of the first and 7/12 of the second.

For comparison with the OECD, expenditure in Canadian currency was converted into equivalent US dollars by dividing the national currency figure by the purchasing power parity (PPP) index for the gross domestic product (GDP). The value of 1.22 (for the calendar year 2010) was used. The PPP index was used because the market exchange rate is affected by many factors (interest rates, trade policies, economic growth forecasts, etc.) that have little to do with current relative domestic purchasing power in different OECD countries. Expenditure data are not adjusted for the differences in the cost of living across the provinces and territories.

Educational core services are the expenditure portion that covers the real mission of educational institutions, which is to provide education. There are also expenditures on ancillary services, which have two main components: student welfare services (transportation, lodging and meals) and services for the general public (museums, radio and cultural programs). In the university sector, ancillary services typically include bookstores, food services (dining hall, cafeterias and vending machines), residences and housing, parking, university press publishing, laundry services, property rentals, university facility rentals, theaters, and conference centres.

Education expenditure at the tertiary level also includes expenditure on research and development, such as subsidies received by the institution for research projects and an estimate of the proportion of other current expenditures allocated to research and development. The OECD average is calculated as the average of all OECD countries for which data are available.

Note: The corresponding OECD indicator is B1, *How much is spent per student?*.

Table B.1.1.1
Annual expenditure by educational institutions, per student for all services, by educational level, Canadian dollars, Canada, provinces and territories, 2009/2010

	ISCED 0 (Pre-primary education, children aged 3 and older)	ISCED 1 (Primary)[1]	ISCED 2 (Lower secondary)	ISCED 3 (Upper secondary)[1]	ISCED levels 0 to 3	ISCED 5A/6 (Tertiary-type A and Advanced research programmes) including R&D
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
	Canadian dollars					
Canada	[2]	11,851	[2]	12,955	12,281	33,065
Newfoundland and Labrador	[2]	10,842	[2]	19,893	13,287	34,292
Prince Edward Island	[2]	11,107	[2]	11,583	11,242	33,148
Nova Scotia	[2]	9,990	[2]	17,194	11,925	32,384
New Brunswick	[2]	11,440	[2]	13,201	12,057	31,345
Quebec	[2]	11,614	[4]	10,598	11,096	31,198
Ontario	[2]	11,937	[2]	13,707	12,582	28,559
Manitoba	[2]	11,766	[2]	13,638	12,432	29,031
Saskatchewan	[2]	10,928	[2]	17,491	12,756	42,404
Alberta	[2]	12,411	[2]	19,288	14,298	40,349
British Columbia	[2]	12,079	[4]	9,890	11,065	37,134
Yukon	[2]	22,889	[4]	24,311	22,254	...
Northwest Territories	[2]	20,748	[2]	31,816	24,234	...
Nunavut	[2]	13,516	[2]	24,622	16,492	...

... not applicable

1. The grades reflected in these ISCED categories vary by province/territory. Column 4 includes Grades 7 to 11 in Quebec, Grades 8 to 12 in British Columbia and Yukon, Grades 9 to 12 in New Brunswick, Ontario and Manitoba, and Grades 10 to 12 in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories and Nunavut.

Notes: [ ] Data included in column of the table whose number is shown in the squared brackets.

Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories.

In Quebec, vocational training and general education for adults are included at the secondary level.

Due to changes in the fiscal year, financial data for Quebec universities that were reported to Statistics Canada were for 11 months. The financial data have thus been estimated for 12 months by the Quebec ministry.

In previous years, this indicator included data from the Census long form. This year it includes data from the National Household Survey. When comparing estimates from the 2006 Census long form and estimates from the 2011 National Household Survey (NHS) users should take into account the fact that the two sources represent different populations. The target population for the 2006 Census long form includes usual residents in collective dwellings and persons living abroad whereas the target population for the NHS excludes them. Moreover, the NHS estimates are derived from a voluntary survey and are therefore subject to potentially higher non response error than those derived from the 2006 Census long form.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2011 National Household Survey.

Table B.1.1.2

Annual expenditure by educational institutions, per student for all services, by educational level, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2010/2011

	ISCED 0 (Pre-primary education, children aged 3 and older)	ISCED 1 (Primary)[1]	ISCED 2 (Lower secondary)	ISCED 3 (Upper secondary)[1]	ISCED levels 0 to 3	ISCED 5A/6 (Tertiary-type A and Advanced research programmes) including R&D
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
				US dollars		
OECD average[2,3]		8,296		9,506	..	13,958
Canada[4]	[2]	9,714	[2]	10,618	10,067	27,102
Newfoundland and Labrador	[2]	8,887	[2]	16,306	10,891	28,109
Prince Edward Island	[2]	9,104	[2]	9,494	9,214	27,170
Nova Scotia	[2]	8,189	[2]	14,093	9,774	26,544
New Brunswick	[2]	9,377	[2]	10,821	9,883	25,693
Quebec	[2]	9,520	[4]	8,687	9,095	25,572
Ontario	[2]	9,785	[2]	11,235	10,313	23,409
Manitoba	[2]	9,644	[2]	11,179	10,190	23,796
Saskatchewan	[2]	8,958	[2]	14,337	10,456	34,757
Alberta	[2]	10,173	[2]	15,810	11,720	33,073
British Columbia	[2]	9,901	[4]	8,106	9,070	30,438
Yukon	[2]	18,761	[4]	19,927	18,241	...
Northwest Territories	[2]	17,007	[2]	26,079	19,864	...
Nunavut	[2]	11,079	[2]	20,182	13,518	...

.. not available for a specific reference period

... not applicable

1. The grades reflected in these ISCED categories vary by province/territory. Column 4 includes Grades 7 to 11 in Quebec, Grades 8 to 12 in British Columbia and the Yukon, Grades 9 to 12 in New Brunswick, Ontario and Manitoba, and Grades 10 to 12 in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories and Nunavut. The figures for Canada that appear in *Education at a Glance 2014: OCED Indicators*, reflect enrolment at the secondary level based on Grades 9 to 12.

2. These averages are from *Education at a Glance 2014: OECD Indicators*, Table B.1.1a, Annual expenditure per student by educational institutions for all services (2011). This table presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. In column 6, the OECD average includes the entire tertiary sector (ISCED levels 5A, 5B and 6), and the figures for Canada and the provinces and territories reflect the university sector only (ISCED 5A/6).

4. Due to early cut-off dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2014: OECD Indicators*. The figures presented in this table represent the most recent available.

Notes: [ ] Data included in column of the table whose number is shown in the squared brackets.

Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories.

In Quebec, vocational training and general education for adults are included at the secondary level.

Due to changes in the fiscal year, financial data for Quebec universities that were reported to Statistics Canada were for 11 months. The financial data have thus been estimated for 12 months by the Quebec ministry.

In previous years, this indicator included data from the Census long form. This year it includes data from the National Household Survey. When comparing estimates from the 2006 Census long form and estimates from the 2011 National Household Survey (NHS) users should take into account the fact that the two sources represent different populations. The target population for the 2006 Census long form includes usual residents in collective dwellings and persons living abroad whereas the target population for the NHS excludes them. Moreover, the NHS estimates are derived from a voluntary survey and are therefore subject to potentially higher non response error than those derived from the 2006 Census long form.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2011 National Household Survey; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Table B.1.2.1

Annual expenditure by educational institutions, per student on core services and ancillary services, Canadian dollars, Canada, provinces and territories, 2010/2011

	ISCED levels 0 to 3, Pre-primary, primary and lower and upper secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
	Column 1	Column 2	Column 3
	Canadian dollars		
Canada	11,695	586	12,281
Newfoundland and Labrador	12,567	720	13,287
Prince Edward Island	10,709	532	11,242
Nova Scotia	11,233	692	11,925
New Brunswick	11,539	518	12,057
Quebec	10,377	719	11,096
Ontario	12,022	560	12,582
Manitoba	11,883	549	12,432
Saskatchewan	12,141	615	12,756
Alberta	13,650	648	14,298
British Columbia	10,701	364	11,065
Yukon	22,048	206	22,254
Northwest Territories	24,044	191	24,234
Nunavut	16,239	252	16,492

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories.

In Quebec, vocational training and general education for adults are included at the secondary level.

In previous years, this indicator included data from the Census long form. This year it includes data from the National Household Survey. When comparing estimates from the 2006 Census long form and estimates from the 2011 National Household Survey (NHS) users should take into account the fact that the two sources represent different populations. The target population for the 2006 Census long form includes usual residents in collective dwellings and persons living abroad whereas the target population for the NHS excludes them. Moreover, the NHS estimates are derived from a voluntary survey and are therefore subject to potentially higher non response error than those derived from the 2006 Census long form.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2011 National Household Survey.

Table B.1.2.2

Annual expenditure by educational institutions, per student on core services and ancillary services, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2010/2011

	ISCED levels 0 to 3, Pre-primary, primary and lower and upper secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions	Total
	Column 1	Column 2	Column 3
	US dollars		
OECD average[1,2]	8,297	511	8,808
Canada[3]	9,586	480	10,067
Newfoundland and Labrador	10,301	590	10,891
Prince Edward Island	8,778	436	9,214
Nova Scotia	9,207	567	9,774
New Brunswick	9,458	425	9,883
Quebec	8,506	589	9,095
Ontario	9,854	459	10,313
Manitoba	9,740	450	10,190
Saskatchewan	9,952	504	10,456
Alberta	11,188	532	11,720
British Columbia	8,771	298	9,070
Yukon	18,072	168	18,241
Northwest Territories	19,708	156	19,864
Nunavut	13,311	207	13,518

1. These averages are from *Education at a Glance 2014: OECD Indicators*, Table B.1.2, Annual expenditure per student by educational institutions on core services, ancillary services and R&D (2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

2. In columns 1 to 3, the OECD averages include postsecondary non-tertiary education. The average for total expenditures in the OECD includes a different number of countries than the averages for educational core services and ancillary services separately. Hence the total does not add up to the sum of these two components.

3. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the *OECD's Education at a Glance 2014: OECD Indicators*. The figures presented in this report represent the most recent available.

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories.

In Quebec, vocational training and general education for adults are included at the secondary level.

In previous years, this indicator included data from the Census long form. This year it includes data from the National Household Survey. When comparing estimates from the 2006 Census long form and estimates from the 2011 National Household Survey (NHS) users should take into account the fact that the two sources represent different populations. The target population for the 2006 Census long form includes usual residents in collective dwellings and persons living abroad whereas the target population for the NHS excludes them. Moreover, the NHS estimates are derived from a voluntary survey and are therefore subject to potentially higher non response error than those derived from the 2006 Census long form.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

B2 Expenditure on education as a percentage of GDP

Context

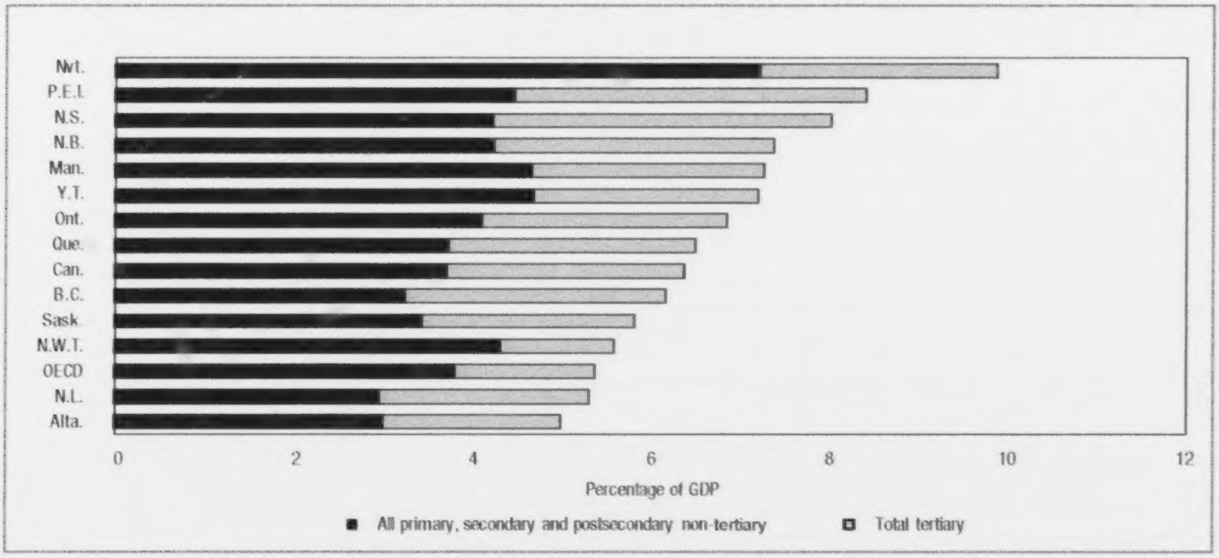
This indicator provides a measure of the proportion of national wealth that is invested in educational institutions by linking public and private expenditures with gross domestic product (GDP).

Expenditure on education is an investment that can help foster economic growth and enhance productivity. Education contributes to personal and social development and reduces social inequality. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. It is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.

Observations

GDP allocated to educational institutions

Chart B.2.1
Public and private expenditure on educational institutions as a percentage of GDP, by level of education, 2010



Note: For the OECD, the total expenditure on all levels of education combined was 6.1% of GDP, which also included "undistributed programmes" (Table B.2.1).
Source: Table B.2.1.

- With 6.4% of its GDP allocated to educational institutions in 2010, Canada devoted more than the 6.1% average estimated by the OECD.
- In 2010, the financial commitment to educational institutions varied from one province or territory to another, ranging from 5% of GDP in Alberta[1] to 10% in Nunavut[2].

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[1] In some jurisdictions, the lower ratio of education expenditure to GDP may be a result of relatively high provincial wealth, not necessarily lower expenditures on education. Alberta and Newfoundland actually spent a relatively high amount on education per student in 2010/2011, as seen in Indicator B1, Expenditure per student (Table B.1.1.1, Columns 5 and 6).

[2] In Nunavut and the other territories, the structural costs associated with delivering education at the primary and secondary level tend to be higher than those in the provinces.

Primary and secondary education

- In Canada, 58% of the national wealth invested in education in 2010 was spent on pre-primary, primary, secondary and postsecondary non-tertiary education,[3] less than the 63% average for the OECD countries.

Share spent on tertiary education

- In 2010, 42% of the share of GDP that Canada invested in education was allocated to the tertiary sector, more than the 26% average for the OECD countries (Table B.2.1).

Definitions, sources and methodology

This indicator shows expenditure (public and private) with regard to educational institutions as a percentage of gross domestic product (GDP), by level of education and for all levels of education combined.

"Expenditure on educational institutions" includes spending on both instructional and non-instructional educational institutions. Instructional educational institutions are entities that provide instructional programmes (e.g., teaching) to individuals directly in an organized group setting or through distance education.[4] *Non-instructional educational institutions* are entities that provide advisory, administrative or professional services to other educational institutions but do not enrol students themselves.

The financial data for Canada were drawn from seven Statistics Canada surveys[5] and exclude expenditure related to debt service. GDP data were provided by the System of National Accounts Branch. All data for Canada, the provinces and territories refer to the 2010 financial year. The OECD averages (for the 2011 financial year) are based on data from all countries collected by the OECD through the UOE data collection on educational systems, conducted jointly by three international organizations (UNESCO, the OECD and Eurostat) and administered by the OECD in 2013.

Note: The corresponding OECD indicator is B2, *What proportion of national wealth is spent on education?*.

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[3] Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect comparability, however, since expenditure at the elementary and secondary levels is dominant.

[4] Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a one-to-one basis are excluded.

[5] Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System – School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.

Table B.2.1

Public and private expenditure on educational institutions as a percentage of GDP, by level of education, Canada, provinces and territories, 2010

	ISCED 0 (Pre-primary education, children aged 3 and older) Column 1	All primary and secondary Column 2	ISCED 1/2 (Primary and lower secondary) Column 3	ISCED 3 (Upper secondary) Column 4	ISCED 4 (Post-secondary non-tertiary) Column 5	Total tertiary Column 6	ISCED 5B (Type B) Column 7	ISCED 5A/6 (Type A and advanced research programmes Column 8	All levels of education combined (including undistributed programmes) Column 9
	percent								
OECD average[1,2]	0.6	3.8	2.5	1.2	[2]	1.6	0.2	1.4	6.1
Canada[2]	[2]	3.7	[2]	[2]	[7]	2.7	0.9	1.7	6.4
Newfoundland and Labrador	[2]	3.0	[2]	[2]	[7]	2.3	0.7	1.7	5.3
Prince Edward Island	[2]	4.5	[2]	[2]	[7]	3.9	1.7	2.2	8.4
Nova Scotia	[2]	4.2	[2]	[2]	[7]	3.8	0.9	2.9	8.0
New Brunswick	[2]	4.3	[2]	[2]	[7]	3.1	1.0	2.2	7.4
Quebec	[2]	3.7	[2]	[2]	[7]	2.8	1.1	1.7	6.5
Ontario	[2]	4.1	[2]	[2]	[7]	2.8	1.0	1.8	6.9
Manitoba	[2]	4.7	[2]	[2]	[7]	2.6	0.8	1.8	7.3
Saskatchewan	[2]	3.5	[2]	[2]	[7]	2.4	0.8	1.6	5.8
Alberta	[2]	3.0	[2]	[2]	[7]	2.0	0.7	1.2	5.0
British Columbia	[2]	3.3	[2]	[2]	[7]	2.9	1.0	1.9	6.2
Yukon	[2]	4.7	[2]	[2]	[7]	2.5	2.5	0.0	7.2
Northwest Territories	[2]	4.3	[2]	[2]	[7]	1.3	1.3	0.0	5.6
Nunavut	[2]	7.2	[2]	[2]	[7]	2.7	2.7	0.0	9.9

1. These averages are from *Education at a Glance 2014: OECD Indicators*, Table B2.1, Expenditure on educational institutions as a percentage of GDP, by level of education (2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

2. Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect international comparability, however, since expenditure at the elementary and secondary levels is dominant. The most recent data available for Canada, the provinces and territories are for 2010; these estimates were submitted to the OECD and are included in its average figures for 2011.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

B3 Distribution of expenditure on education

Context

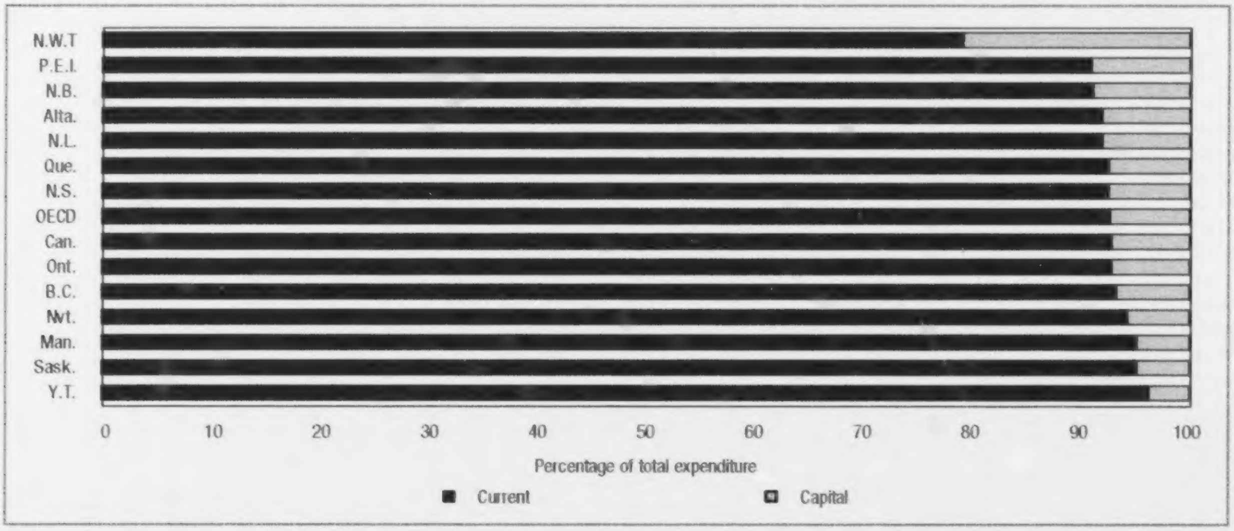
This indicator outlines spending on education services and resources, identifying the proportion of budgets allocated to current and capital expenditures. A breakdown of current spending—compensation of teachers, other staff and other expenses—is also presented.

The distribution of expenditures may be influenced by a number of factors, including compensation for teachers, the generosity of pension plans, the size of the non-teaching staff, and the different needs for infrastructure. Budget allocation can affect the quality of services, the condition of equipment, and the ability of the education system to adapt to changes in enrolments. Both budgetary and structural decisions taken at the system level have repercussions extending into the classroom: they influence the nature of instruction and the conditions in which it is provided.

Observations

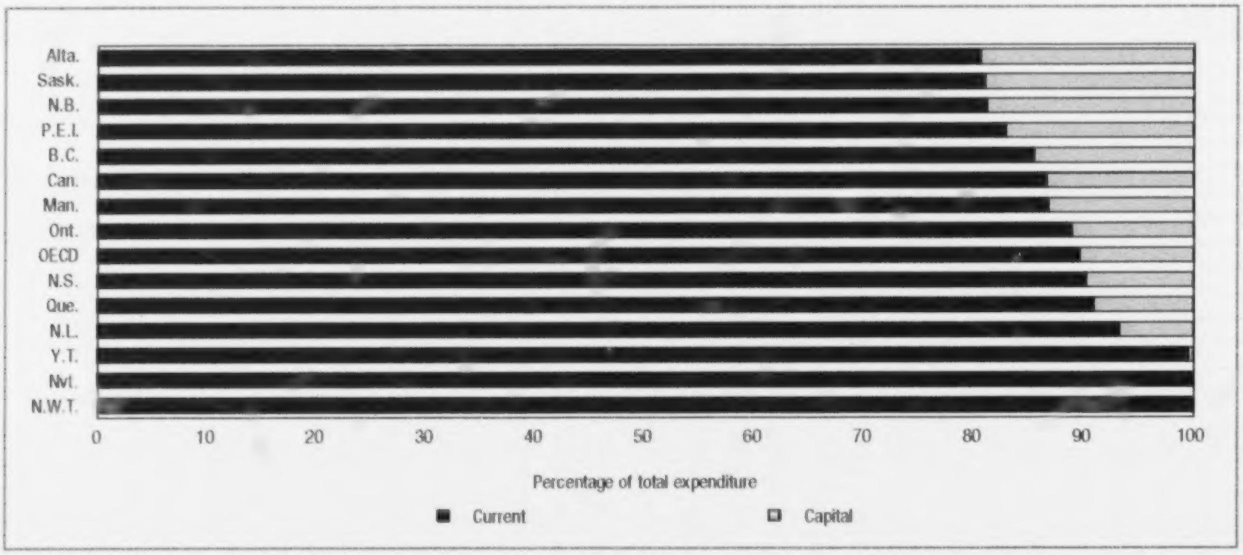
Current expenditure

Chart B.3.1.1
Distribution of total expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2010



Source: Table B.3.1.

Chart B.3.1.2
Distribution of total expenditure by educational institutions for tertiary education, 2010



Source: Table B.3.1.

- Current spending accounted for most of the educational expenditure in Canada, the provinces and territories, and for the OECD, on average.
- In Canada, current spending accounted for 93% of expenditure for primary, secondary and postsecondary non-tertiary education and 87% for tertiary education. Both of these proportions were similar to the comparable OECD averages.[1]

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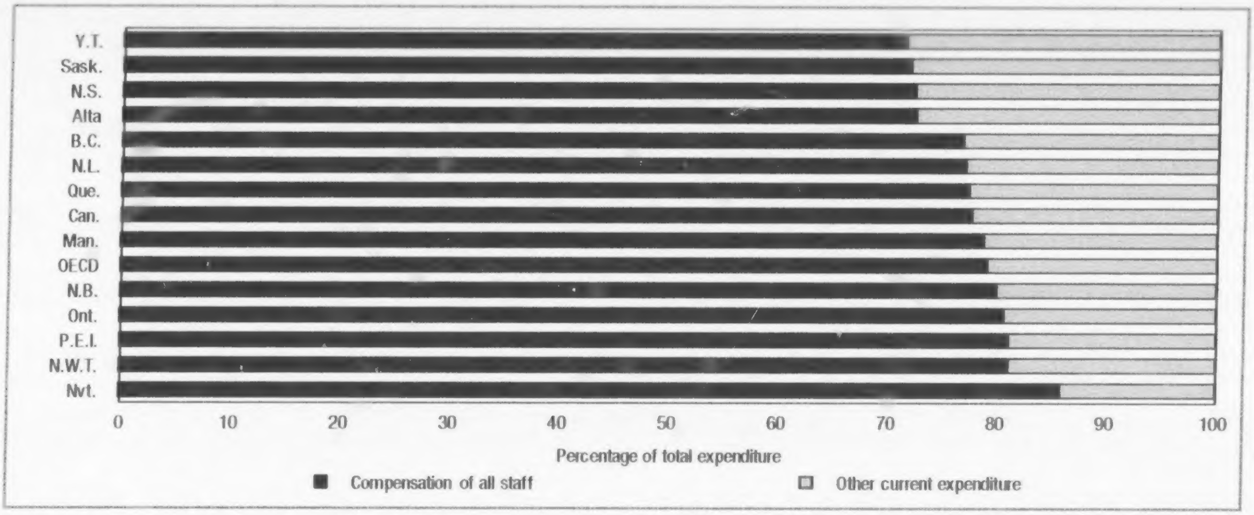
[1] In Canada, expenditure for postsecondary non-tertiary education is aggregated with that for tertiary-type B (ISCED 5B) education; however, this is not expected to have a substantial effect on ratios or data comparability, considering the minimal relative weight of expenditure on postsecondary non-tertiary education.

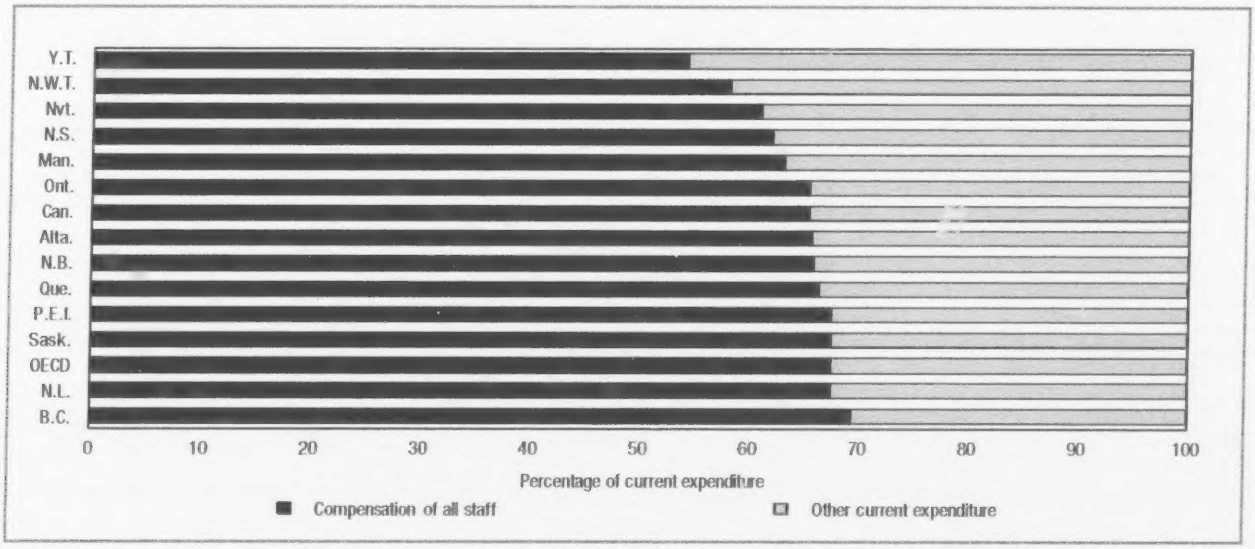
Compensation of staff

Chart B.3.2.1
Distribution of current expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2010



Source: Table B.3.1.

Chart B.3.2.2
Distribution of current expenditure by educational institutions for tertiary education, 2010



Source: Table B.3.1.

- For primary, secondary and postsecondary non-tertiary education, the compensation of staff (78%)—particularly teachers (63%)—accounted for the largest proportion of current expenditure[2] in Canada in 2010, a situation mirrored in all OECD countries.
- At the tertiary level in Canada, 65% of current expenditure was devoted to compensation of all staff, and 38% to compensation for teachers.

Capital expenditure

- In Canada in 2010, 13% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 11%.[3]
- For primary, secondary and postsecondary non-tertiary, the proportion of education spending allocated to capital expenditure was less than that for tertiary education both in Canada (and in OECD countries (both at 7%).

Definitions, sources and methodology

This indicator shows the proportion of budgets allocated to current and capital spending at different education levels. Expenditures are based on accrual and cash (or fund) accounting, depending on the data source(s) used by the provinces/territories. It also shows the proportion of current expenditure allocated to compensation of teachers and of other staff, along with other current expenditure.

The distinction between current expenditure and capital expenditure is taken from the standard definition used in national accounts. Current refers to resources used each year by institutions as they carry out their activities. Capital covers assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

Expenditure on educational core services includes all expenditure directly related to instruction and education; i.e., all expenditure on teachers, school buildings, teaching materials, books and administration of schools.

The data for Canada reflect the 2010 financial year, and figures were drawn from seven Statistics Canada surveys: the Elementary-Secondary Education Survey; the Survey of Uniform Financial System-School Boards; the Survey of Financial Statistics of Private Elementary and Secondary Schools; the Financial Information of Universities and Colleges Survey; the Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2011 financial year and are based on the data collection on educational systems conducted jointly by three international organizations—UNESCO, the OECD and Eurostat—and administered by the OECD.

Note: The corresponding OECD indicator is B6, *On what resources and services is education funding spent?*.

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[2] Current expenditure is subdivided into three broad categories: compensation of teachers; compensation of other staff; and other current expenditure (teaching materials and supplies, regular maintenance and cleaning of school buildings, preparation of students' meals, and rental of school facilities).

[3] Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings. These expenditures may vary widely from one year to the next.

Table B.3.1
Distribution of total and current expenditure by edcational institutions, from public and private sources, by level of education, Canada, provinces and territories, 2010

	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
			percent			
OECD average[1,2]	92.6	7.4	62.8	15.1	78.9	21.1
Canada[2,3]	92.6	7.4	62.6	15.0	77.5	22.5
Newfoundland and Labrador	91.8	8.2	65.3	11.6	76.9	23.1
Prince Edward Island	90.8	9.2	66.6	14.3	80.8	19.2
Nova Scotia	92.5	7.5	60.1	12.1	72.2	27.8
New Brunswick	91.0	9.0	69.0	10.7	79.7	20.3
Quebec	92.4	7.6	60.8	16.3	77.2	22.8
Ontario	92.7	7.3	64.4	16.0	80.4	19.6
Manitoba	94.9	5.1	56.5	22.0	78.5	21.5
Saskatchewan	95.0	5.0	50.4	21.3	71.8	28.2
Alberta	91.7	8.3	63.8	8.5	72.3	27.7
British Columbia	93.2	6.8	62.4	14.1	76.5	23.5
Yukon	96.1	3.9	62.2	9.1	71.3	28.7
Northwest Territories	79.1	20.9	64.2	16.7	80.9	19.1
Nunavut	94.0	6.0	67.9	17.7	85.6	14.4
Tertiary education						
OECD average[1,2]	89.5	10.5	42.0	24.9	67.5	32.5
Canada[2,3]	86.6	13.4	37.7	27.5	65.2	34.8
Newfoundland and Labrador	93.1	6.9	36.4	36.6	67.5	32.5
Prince Edward Island	82.8	17.2	32.0	35.3	67.4	32.6
Nova Scotia	90.2	9.8	34.7	27.1	61.8	38.2
New Brunswick	81.1	18.9	38.4	27.2	65.6	34.4
Quebec	90.8	9.2	40.7	25.6	66.3	33.7
Ontario	88.7	11.3	37.9	27.3	65.2	34.8
Manitoba	86.7	13.3	36.4	26.6	63.0	37.0
Saskatchewan	80.8	19.2	37.0	30.5	67.4	32.6
Alberta	80.4	19.6	36.5	29.1	65.6	34.4
British Columbia	85.3	14.7	38.9	30.4	69.3	30.7
Yukon	99.4	0.6	30.3	23.8	54.0	46.0
Northwest Territories	100.0	0.0	33.3	24.6	57.9	42.1
Nunavut	100.0	0.0	36.2	24.6	60.8	39.2

0 true zero or a value rounded to zero

1. These averages are from Education at a Glance 2014: OECD Indicators, Table B6.2, Expenditure by educational institutions, by resource category and level of education (2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

2. The most recent data available for Canada and the provinces are for 2010; these estimates were submitted to the OECD and are included in its average figures for 2011. In Canada (and in provinces and territories), expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type 5B education.

3. Public institutions only at the tertiary level.

Note: Current expenditure refers to spending on resources used each year by institutions as they carry out their activities. Capital expenditure refers to spending on assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

Sources: Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and ional Institutions; and Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Chapter C

Access to education, participation and progression

C1 International students

Context

This indicator presents international students as a proportion of enrolment in tertiary education in accordance with the three International Standard Classification of Education (ISCED) categories,[1] which represent enrolments in colleges and universities.[2] Changes in the number of international students over time are also presented, as well as their distribution by province of study and by region of origin.

Students choose to pursue their education abroad for many reasons. Some may do so because they wish to explore different cultures, societies and languages while improving their employment prospects. Growing recognition of the importance of tertiary education as a determinant of higher earnings and employability has led to a growing demand, one that educational institutions in some countries may find difficult to meet. At the same time, the globalization of markets has increased demand for workers with broader knowledge and competencies, with work increasingly performed by teams that span regions and countries.

Several factors may contribute to the choice of country for study. The language spoken and used in instruction, the quality of education offered, the tuition fees and cost of living, and the immigration policy of the destination country are all important factors. Other factors include recognition of foreign degrees, future jobs opportunities, and any geographical, trade and cultural links between countries.

International students are well received because they represent an additional source of revenue for the institutions they attend. They may also contribute to the viability of programs when the domestic student base is somewhat limited. In Canada, as in other countries that belong to the Organisation for Economic Co-operation and Development (OECD), many institutions and governments are now actively marketing their educational programs to attract such students. In addition to the economic benefits they may provide, international and foreign students also add to the social and cultural dimensions of the communities in which they study. They may become future citizens, or they may become unofficial ambassadors when they return home.

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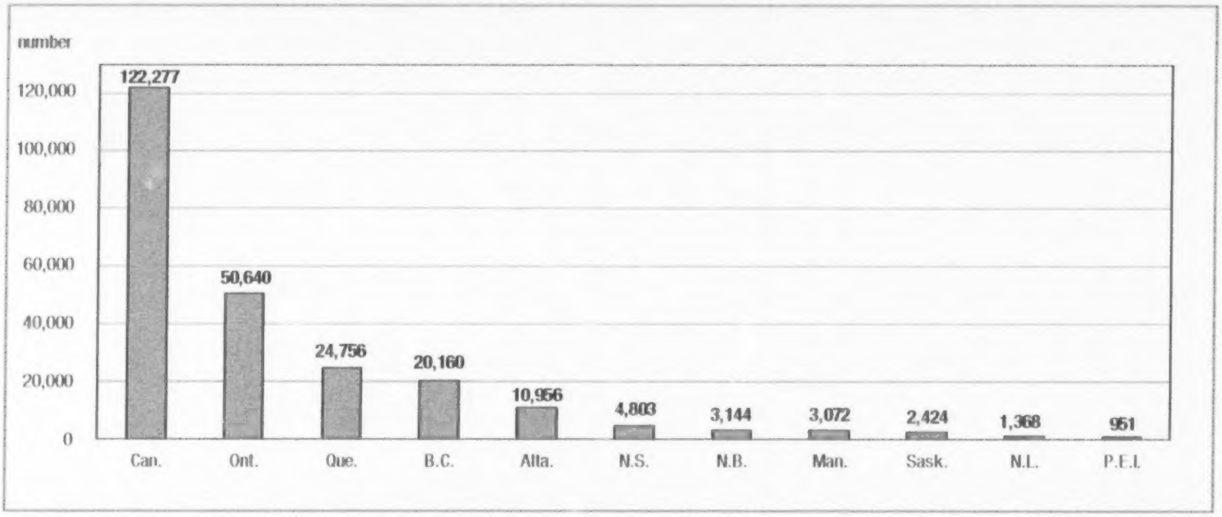
[1] Please see the "ISCED classification and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

[2] In Canada, universities are located in the 10 provinces; there are no universities in the territories.

Observations

International students in tertiary education

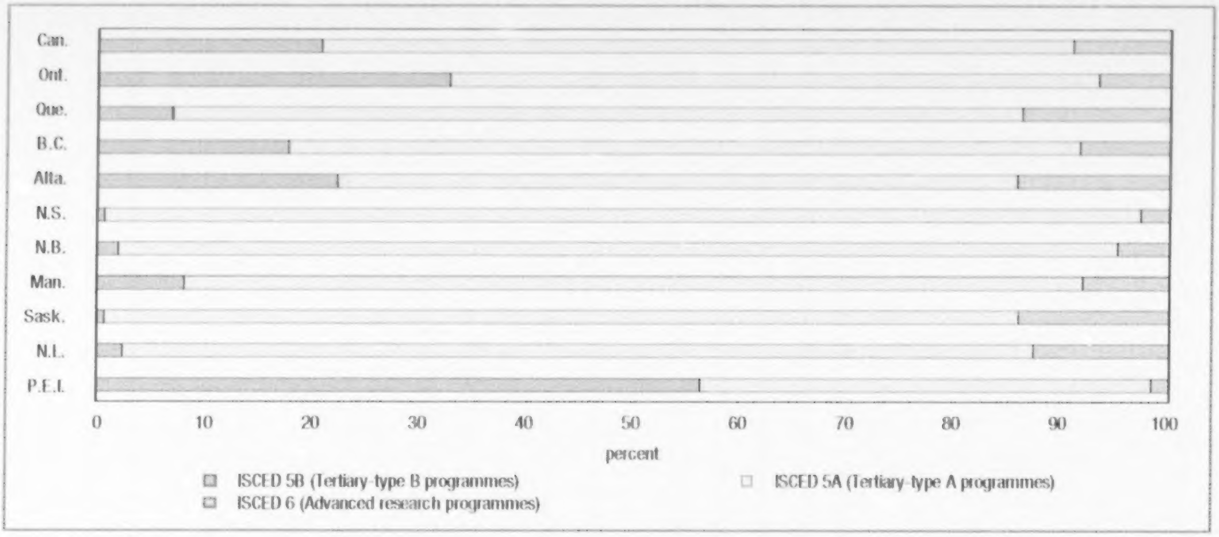
Chart C.1.1
Number of international students in tertiary education, Canada and provinces, 2011



Source: Table C.1.2.

- In 2011, there were 122,277 international students studying in Canada. Ontario attracted the largest proportion of international students (41%,) followed by Quebec (20%) and British Columbia (17%).

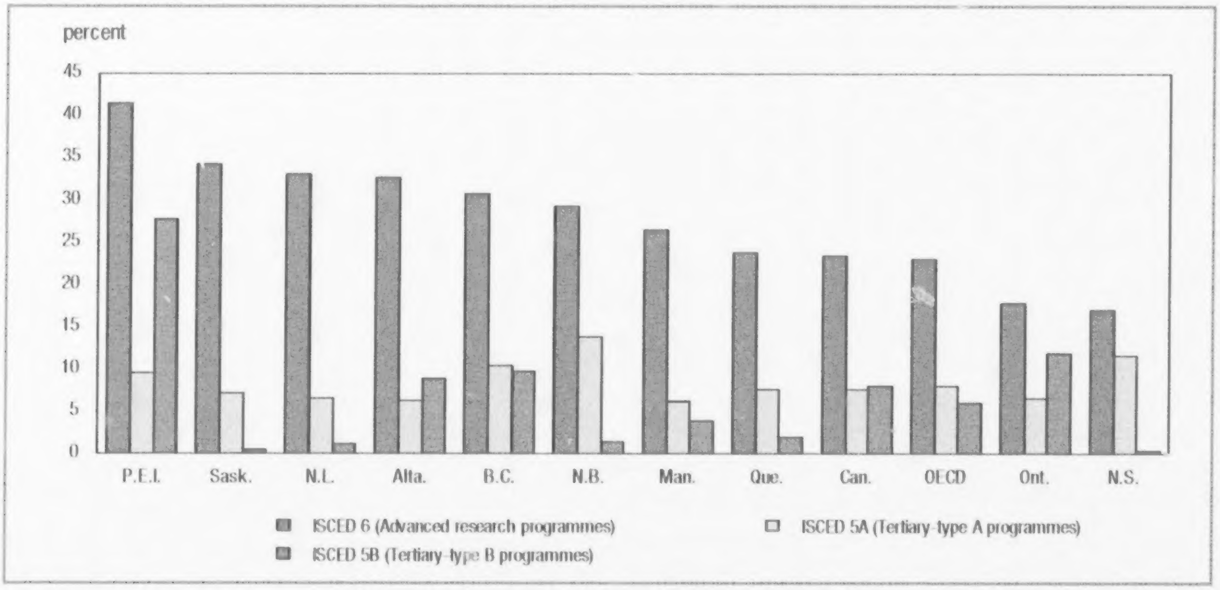
Chart C.1.2
Distribution of current expenditure by educational institutions for tertiary education, 2010



Source: Table C.1.1.

- The vast majority of international students in tertiary education in Canada were registered at the ISCED 5A (university) level.
- International student registration at the ISCED 5B (college) level varied greatly by province; from less than 1% in Nova Scotia and Saskatchewan to 56% in Prince Edward Island.

Chart C.1.3
Proportion of international students among all tertiary enrolments, by level of education, 2011

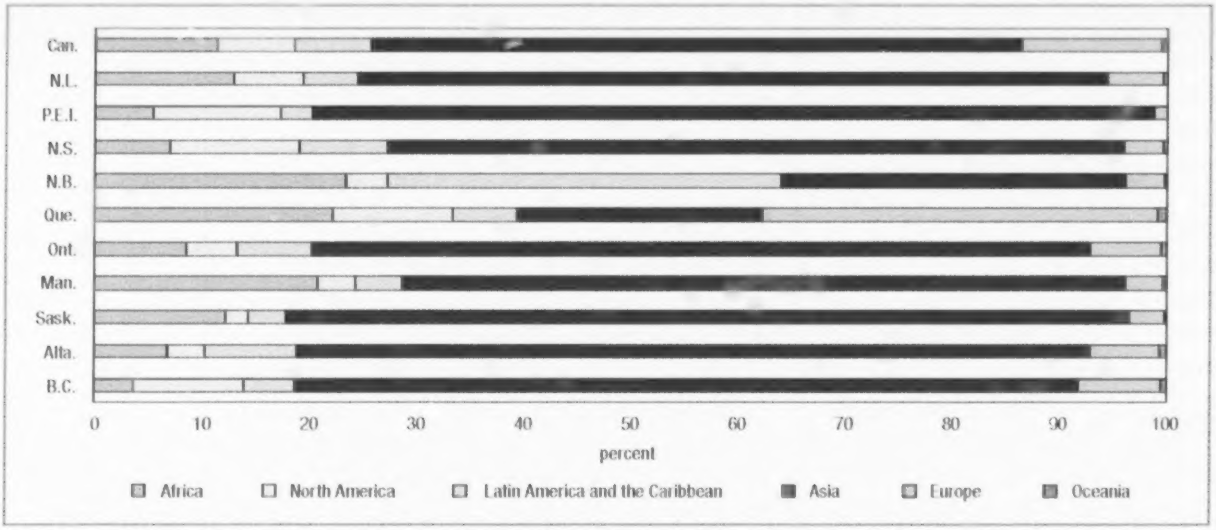


Source: Table C.1.1.

- In Canada, international students accounted for almost one-quarter (23%) of enrolment in ISCED 6, advanced research programmes.
- While the Canada figure is similar to the proportion observed for all OECD countries (also 23%), across provinces this proportion ranges from 17% in Nova Scotia to 42% in Prince Edward Island.

Chart C.1.4

Distribution of international students in tertiary education, by region of origin,Canada and provinces, 2011



Note: These proportions were calculated based on students for whom the country of origin was known (the "other" category [not reported origin] was excluded from the calculation).
Source: Table C.1.2.

- The majority of international students in Canada—and in all provinces except New Brunswick and Quebec—were from Asia.
- In New Brunswick, the primary region of origin was Latin America and the Caribbean. In Quebec, it was Europe.

Definitions, sources and methodology

This indicator examines the proportion of international students in the different categories of tertiary education.

International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents,[3] such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

Foreign students correspond to a broader concept that includes students who are educated in a country for which they do not hold citizenship. In Canada, the concept of "foreign students" includes all "international students", plus all students who are landed immigrant/permanent residents.[4]

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[3] "Non-permanent residents" are people from another country in Canada on Work or Study Permits or as refugee claimants and any non-Canadian-born family living with them.

[4] A "permanent resident/landed immigrant" is a person who has been granted the right to live in Canada permanently by immigration authorities.

The proportion of enrolment at a given education level by international students is obtained by dividing the number of students who are neither Canadian citizens nor permanent residents[4] of Canada by the total number of students at that level, and multiplying this ratio by 100. The total number of students includes all individuals educated in Canada, whether they are Canadian citizens, permanent residents or foreign nationals as well as "off-shore students", but it excludes all Canadian citizens and permanent residents who are educated abroad.

The Canadian data were drawn from Statistics Canada's Postsecondary Student Information System (PSIS), which covers only public postsecondary institutions. As not all institutions currently provide data to PSIS, results for some jurisdictions rely in part on estimates. Due to certain methodological adjustments that have been made to the PSIS collection tool to improve reporting and mapping to ISCED, comparisons of results with those from previous years should not be made.

The OECD data on foreign students and international students reflect the 2011/2012 academic year (2010/2011 for Canada) and are drawn from the UOE collection of statistical data on education, which was carried out by the OECD in 2013. In Canada and other OECD countries, domestic and international students are usually counted on a specific day or period of the year (e.g., the PSIS enrolment data reflect the number of students who were enrolled in courses between September 30 and December 1, 2010, for the academic year 2010/2011). This procedure may not capture the total number of international students as some students may study abroad for less than a full academic year (e.g., those that enter in the winter or spring terms).

Note: The corresponding OECD indicator is C4, *Who studies abroad and where?*.

Table C.1.1

International students in tertiary education and distribution of international enrolments, by level of tertiary education, Canada and provinces, 2011

	International students[1] as a percentage of all tertiary enrolment				2010/2001 average annual growth rate, total tertiary	Distribution of international students by level of tertiary education		
	Total tertiary	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes)	ISCED 6 (Advanced research programmes)		ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes)	ISCED 6 (Advanced research programmes)
	percent				rate	percent		
OECD average[2]	8.0	6.0	8.0	23.0	..	10.0	79.0	11.0
Canada	8.2	8.0	7.6	23.4	10.4	20.7	70.2	9.1
Newfoundland and Labrador	6.5	1.1	6.5	33.1	12.0	2.3	85.1	12.6
Prince Edward Island	15.5	27.8	9.5	41.5	23.8	56.3	42.0	1.8
Nova Scotia	10.1	0.4	11.6	17.0	7.6	0.6	96.7	2.7
New Brunswick	12.2	1.5	13.9	29.3	6.2	1.9	93.3	4.8
Quebec	6.9	1.9	7.7	23.8	6.4	6.9	79.3	13.9
Ontario	8.1	11.9	6.6	17.8	13.5	32.8	60.5	6.7
Manitoba	6.3	3.9	6.2	26.5	11.3	8.1	83.8	8.1
Saskatchewan	7.3	0.5	7.2	34.2	8.1	0.7	85.2	14.1
Alberta	7.7	8.9	6.3	32.7	11.8	22.3	63.5	14.2
British Columbia	10.9	9.8	10.5	30.7	10.0	17.8	73.8	8.4

.. not available for a specific reference period

1. Those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

2. These averages are from *Education at a Glance 2014: OECD Indicators*, Table C4.1, International student mobility and foreign students in tertiary education (2005, 2012), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Table C.1.2

Distribution of international students[1] in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2011

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada[2]
	number										
Africa	177	51	294	735	5,487	3,636	630	252	735	687	12,684
Nigeria	57	33	57	39	42	1,173	252	159	228	201	2,235
Morocco	3	0	24	81	1,065	60	57	0	6	18	1,320
Egypt	15	3	45	177	195	354	9	12	90	30	930
Tunisia	0	0	3	51	666	33	6	0	15	9	783
Senegal	0	0	9	27	513	36	51	0	3	3	639
Cameroon	3	3	3	33	477	72	0	3	12	15	618
North America	87	114	516	120	2,757	2,034	108	42	366	2,013	8,154
United States	84	111	330	99	2,748	1,911	108	42	366	2,007	7,809
Latin America & Caribbean	69	27	348	1,158	1,497	2,985	129	72	918	906	8,109
Trinidad and Tobago	0	0	9	996	27	435	9	3	15	9	1,506
Mexico	18	0	18	18	273	411	33	18	183	309	1,284
Jamaica	6	3	12	9	9	279	9	6	303	90	726
Brazil	0	3	15	3	147	258	30	6	66	120	645
Colombia	3	0	12	3	159	249	9	9	72	72	588
Asia	954	747	2,910	1,011	5,652	31,131	2,049	1,626	7,929	14,073	68,079
China	516	675	1,773	384	1,596	12,588	1,134	1,059	3,828	6,831	30,384
India	81	15	201	69	591	6,084	219	108	894	1,023	9,282
Korea, South	9	0	84	18	273	2,445	87	42	453	1,272	4,680
Iran	45	15	372	246	486	1,446	78	78	276	591	3,633
Saudi Arabia	51	0	51	51	735	1,176	99	66	642	561	3,435
Pakistan	27	0	39	24	315	1,332	33	33	198	135	2,136
Hong Kong	3	3	6	0	30	774	60	24	225	654	1,788
Japan	3	15	39	21	129	480	45	18	177	588	1,518
Taiwan	78	6	54	24	159	687	57	57	177	210	1,506
Bangladesh	3	0	21	6	57	387	24	3	105	648	1,254
Malaysia	33	3	21	45	54	525	39	12	150	213	1,092
Viet Nam	3	0	9	9	219	417	21	24	156	102	957
Indonesia	9	0	45	6	99	315	12	6	30	156	681
Turkey	6	0	6	3	27	210	21	3	39	324	636
Lebanon	6	0	21	6	324	150	12	0	27	15	558
Europe	72	12	162	114	9,147	2,829	105	69	693	1,491	14,691
France	6	0	9	51	7,830	327	15	0	57	99	8,394
United Kingdom	15	3	27	12	126	513	9	9	126	249	1,086
Germany	15	0	27	12	159	309	30	15	108	315	987
Russian Federation	3	3	12	3	72	336	15	0	75	234	753
Oceania	3	0	9	3	183	234	9	3	75	99	621
Not reported[3]	6	6	564	0	27	7,791	42	357	246	897	9,939
Total	1,368	951	4,803	3,144	24,756	50,640	3,072	2,424	10,956	20,160	122,277

0 true zero or a value rounded to zero

[1] Those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

[2] Excludes private institutions.

[3] Includes international students for whom the region and country of origin was not reported.

Note: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Source: Statistics Canada, Postsecondary Student Information System (PSIS).

C2 Transitions to the labour market

Context

This indicator focuses on transitions from education to the working world. The percentages of individuals between 15 and 29 years of age who are considered to be "in education" or "not in education" are presented, along with their respective employment situations. Such information can be helpful in understanding how young adults may combine school and work, or how they may transition from one to the other. The "not in education" portion of this population is further examined with a focus on those individuals who are neither employed nor in education (or training), a group sometimes referred to as the "NEET" population.

In Canada and most other Organisation for Economic Co-operation and Development (OECD) countries, education policy-makers strive to encourage young people to complete at least their secondary education. As successfully reaching this milestone has become the norm for students in the majority of OECD countries, those who fail to do so will likely have much more difficulty when they enter the labour market, where lacking a high school education is usually an impediment to finding a job.

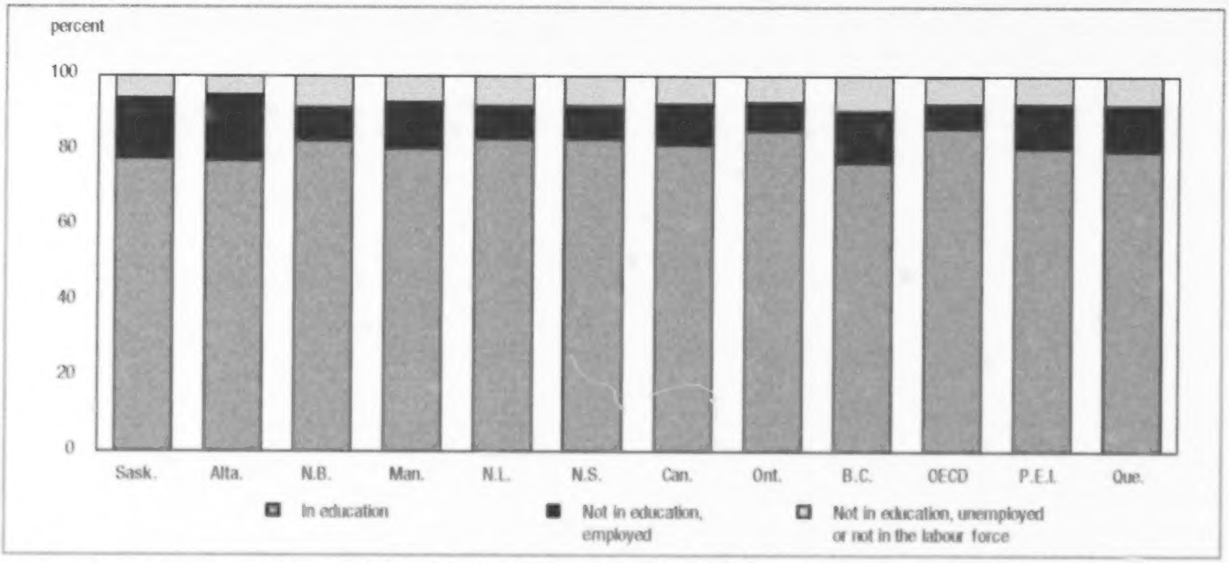
Recognition of the importance of postsecondary education for economic and social success—both for individuals and society—is widespread. However, the decisions that young people make regarding their education are often influenced by economic conditions. They may, for example, be inclined to leave school and enter the work force when the labour market is strong, or they may decide to continue with or return to their education when the labour market is weak and it is more difficult to find a job.

The transition from school to work is not always an easy process, and complexity may be added by a combination of factors including personal circumstances, the type and length of schooling received, and the labour market and overall economic conditions that younger people may face. It is also important to find ways to understand how this complexity may affect the NEET group, particularly the youngest members, as teens aged 15 to 19 will have both lower educational attainment and less work experience than young adults in their twenties.

Observations

Young adults in education, not in education

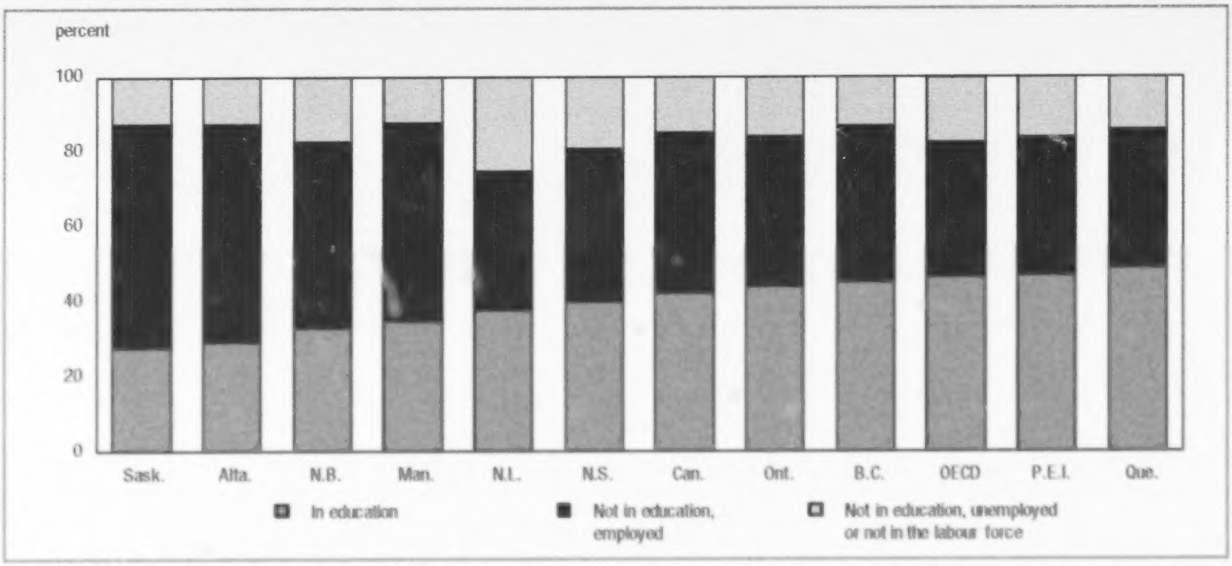
Chart C.2.1.1
Distribution of the 15- to 19-year-old population by education and employment status, 2012



Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
The data presented are ranked according to the ascending order of the percentage of 20- to 24-year-olds in education (Chart C.2.1.2). Data for the territories are not presented because some data points are not available.
Source: Table C.2.1 and Table C.2.4.

- The majority of youth aged 15 to 19 are still pursuing their education. In Canada in 2012, 82% of young adults aged 15 to 19 were still involved in education, the international average for the OECD countries was 86%.

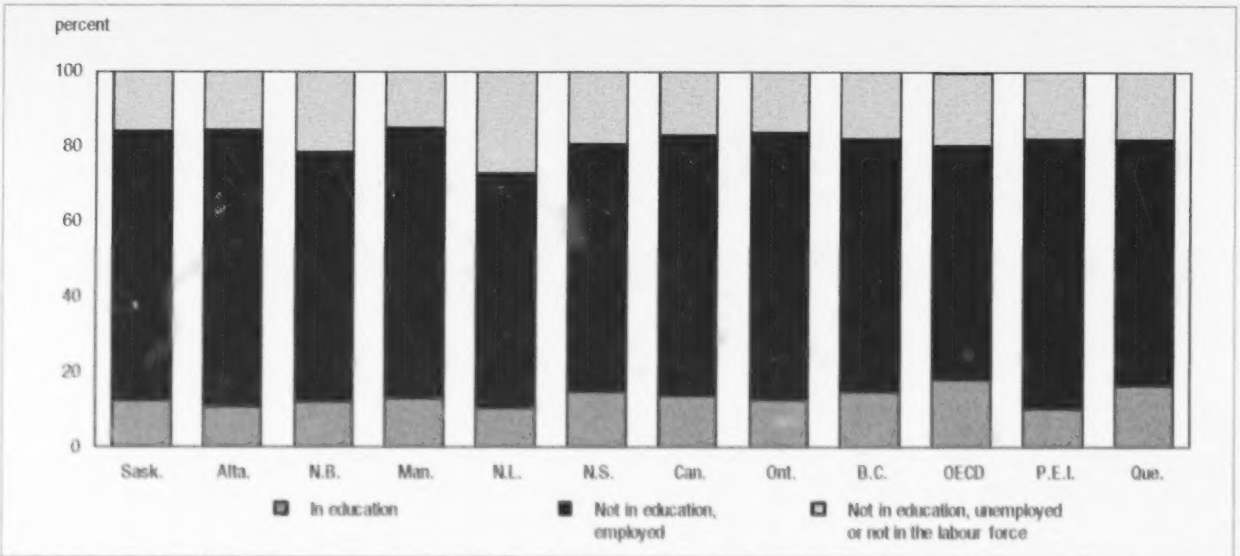
Chart C.2.1.2
Distribution of the 20- to 24-year-old population by education and employment status, 2012



Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
The data presented are ranked according to the ascending order of the percentage of 20- to 24-year-olds in education. Data for the territories are not presented because some data points are not available.
Source: Table C.2.1 and Table C.2.4.

- The proportion of young adults aged 20 to 24 "in education" in Canada was 42% in 2012, compared with the OECD average of 46%.
- In Canada, 43% of individuals aged 20 to 24 were "not in education" and employed; the corresponding OECD average was 36%.

Chart C.2.1.3
Distribution of the 25- to 29-year-old population by education and employment status, 2012

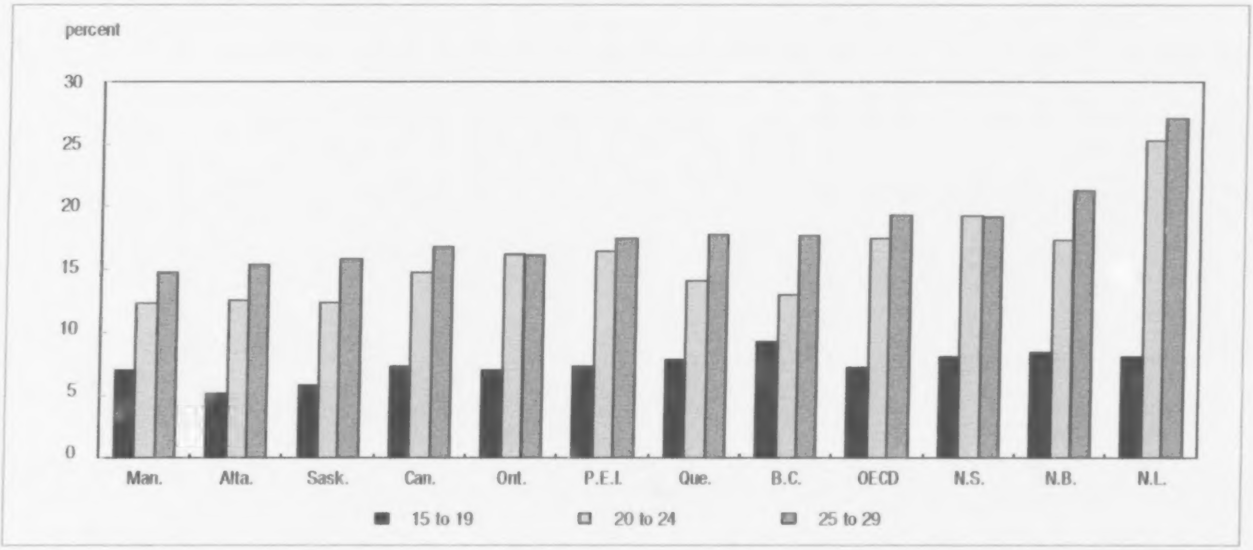


Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
The data presented are ranked according to the ascending order of the percentage of 20- to 24-year-olds in education (Chart C.2.1.2). Data for the territories are not presented because some data points are not available.
Source: Table C.2.1 and Table C.2.4.

- The recent Canada and OECD figures for individuals aged 25 to 29 who were not in education and employed were 70% and 63%, respectively. Across the provinces, figures ranged from 63% in Newfoundland and Labrador to 74% in Alberta.

Neither employed nor in education (NEET)

Chart C.2.2
Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by age group, 2012

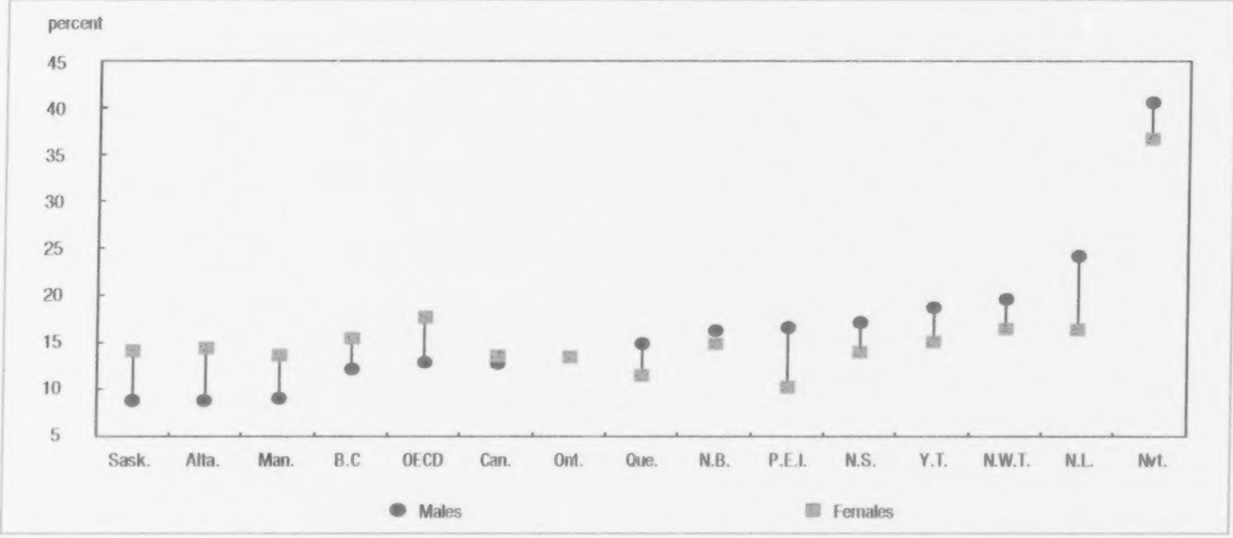


Notes: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Data for the territories are not available.
Source: Table C.2.4.

- In 2012, 13% of Canada's population aged 15 to 29 was neither employed nor in education (Table C.2.4). This compares with an OECD average of 15%.
- Canada's NEET population aged 15 to 19 was similar to the OECD average (7%). However, the proportions of NEETs in the two older age categories were lower in Canada.
- Among 25- to 29-year-olds, the NEET population ranged from 15% in Manitoba to 27% in Newfoundland and Labrador.
- The proportion of NEET adults in all three age categories increased as one moved from west to east. A notable exception to this pattern was British Columbia where there was a higher proportion of NEETS, particularly in the 15- to 19-year-old category.

Not in education and not in employment, by age

Chart C.2.3
Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by sex, 2012

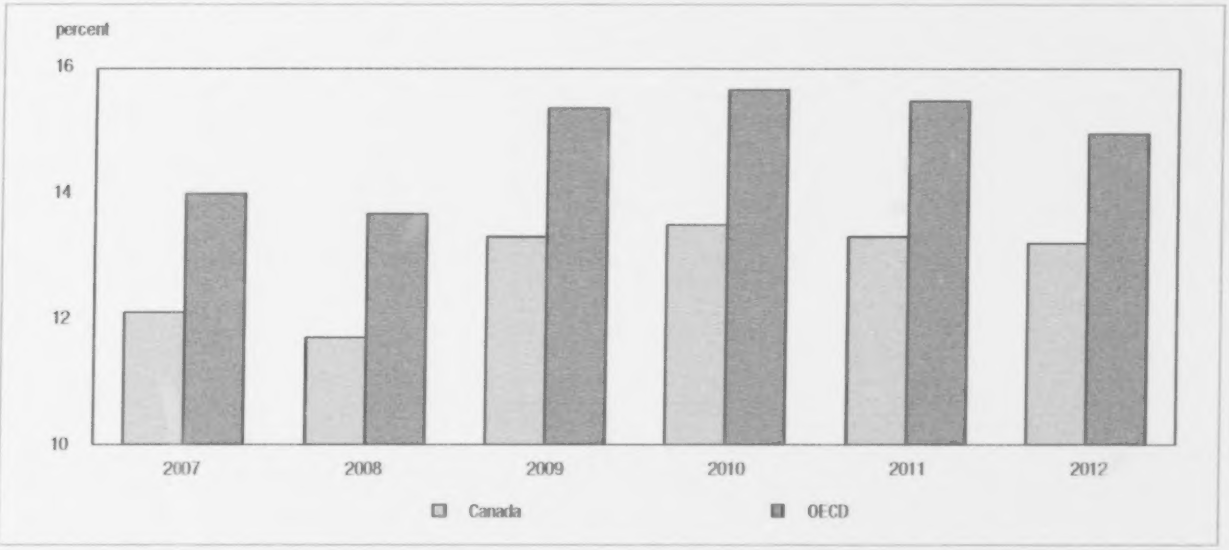


Note: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Source: Table C.2.2.

- In 2012, the variability in the proportion of 15- to 29-year-old NEETS across the provinces was larger for males, ranging from 9% in Saskatchewan to 24% in Newfoundland and Labrador; a clear east-to-west pattern.
- Conversely, this east-west pattern was not evident among female NEETS. Variability was less pronounced, ranging from 11% in Prince Edward Island to 17% in Newfoundland and Labrador.

Trends for not in education, not in employment population affected by economic downturn

Chart C.2.4
Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), Canada and OECD, 2007 to 2012

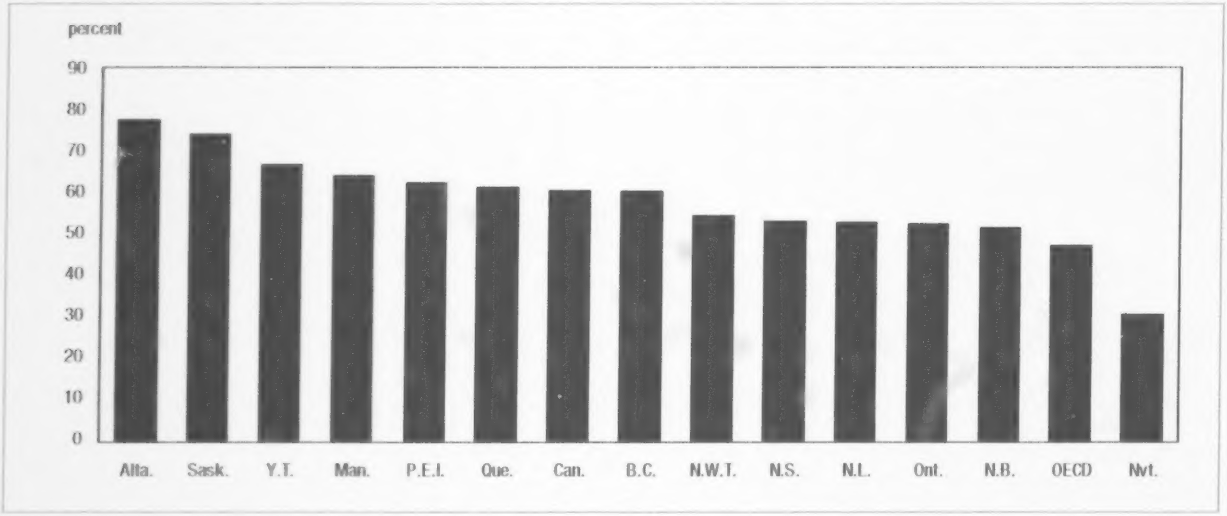


Notes: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Data for 2008, 2010 and 2012 are available in Table C.2.4; the supplementary data used to portray this comparison with the OECD were drawn from the Labour Force Survey.
Source: Table C.2.4 and supplementary Labour Force Survey data.

- The proportion of Canadian youth aged 15 to 29 in the NEET population was consistently smaller than that of the OECD average over the 2007-to-2012 time period.
- For both Canada and the OECD, the proportions of individuals in the NEET population aged 15 to 29 rose in 2009 and remained at similar levels through to 2012.

Employment rates

Chart C.2.5
Employment rate of 15- to 19-year-olds not in education, 2012



Note: The employment rate was calculated by dividing the percentage of employed 15- to 19-year-olds who were not in education by the total percentage of 15- to 19-year-olds not in education and multiplying by 100.
Source: Table C.2.1.

- The employment rate for the 15- to 19-year-old not in education population in Canada (60%) was 13 percentage points higher in 2012 compared with the OECD's 47% average.
- This percentage ranged widely between the provinces and territories, from 31% in Nunavut to 77% in Alberta.

Definitions, sources and methodology

The indicator is calculated using cross-tabulations for the following variables: school attendance, labour force status, sex, age (15 to 29 overall; 15 to 19; 20 to 24; and 25 to 29) and educational attainment (highest level of education attained). Individuals are categorized by their education status (in education or not in education) and their labour force status (employed, unemployed, or not in the labour force). Some historical data are also presented.

The "in education" group captures both full- and part-time students, while "*not in education*" portrays those who are no longer pursuing a formal education. Employment status is based on International Labour Organization (ILO) guidelines. The *employed* are defined as those who during the survey reference week: (i) work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or (ii) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.). The *unemployed* are defined as individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work. And *not in the labour force*[1] captures individuals who are not working and who are not unemployed; i.e., individuals who are not looking for a job.

In addition to those who are employed, the total "not in education" portion of the 15- to 29-year-old population also includes those who are neither employed nor in education (or training). Such individuals are sometimes referred to as the "NEET" population. This captures a somewhat diverse group of young people in a number of possible situations. Some may be part of this group by choice, perhaps taking time off work and/or school to travel or to start families and care for their young children. Some might prefer to be working, but have abandoned the job search temporarily. These people would be seen as "not in the labour force"[1] as opposed to those who are seeking work but are unemployed. The group of people who are not in education and are either "unemployed" or "not in the labour force" is a population that could potentially be at risk for economic and social difficulties. While NEETs are seen in all three age groups that make up the overall 15-to-29 population (Chart C.2.1.1, Chart C.2.1.2 and Chart C.2.1.3), the presence of NEETs in the youngest age group (Chart C.2.1.1) is of most concern, given that one would expect that most 15- to 19-year-old youth would be in school, working towards high school graduation.

The data were obtained from Statistics Canada's Labour Force Survey (LFS), and they cover the first quarter or the average of the first three months of the calendar year, which excludes summer employment. The LFS does not collect data on official work-study programmes in which students might participate; in Canada, these would be considered education in the form of a co-op or student intern programme.

Note: The corresponding OECD indicator is C5, *Transition from school to work: Where are the 15-29 year-olds?*.

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[1] "Not in the labour force" means that they were not looking for a job, so were neither employed nor unemployed.

Table C.2.1
Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2012

	In education					Not in education				
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Total, not in education	Total
	percent					percent				percent
OECD average[5]										
15 to 29	...	11.8	2.4	33.0	48.7	36.1	6.5	8.7	51.3	100.0
15 to 19	...	11.5	3.4	68.6	86.1	6.5	2.8	4.9	13.9	100.0
20 to 24	...	14.4	2.9	27.9	46.2	36.0	8.5	9.4	53.8	100.0
25 to 29	...	9.5	1.7	6.7	17.9	62.6	8.0	11.6	82.1	100.0
Canada[6]										
15 to 29	...	17.4	2.7	24.2	44.4	42.4	5.4	7.8	55.6	100.0
15 to 19	...	24.9	5.9	50.7	81.6	11.1	2.8	4.5	18.4	100.0
20 to 24	...	21.2	2.0	18.9	42.1	43.0	6.6	8.2	57.9	100.0
25 to 29	...	7.1	0.6	5.8	13.5	69.7	6.4	10.4	86.5	100.0
Newfoundland and Labrador										
15 to 29	...	14.3	1.4^{E}	27.7	43.4	36.3	10.4	9.9	56.6	100.0
15 to 19	...	24.2	3.5^{E}	55.4	83.1	8.9	4.2^{E}	3.9^{E}	16.9	100.0
20 to 24	...	x	x	23.3	37.5	37.1	13.5	11.9	62.5	100.0
25 to 29	...	5.0^{E}	x	x	10.3	62.6	13.2	13.9	89.7	100.0
Prince Edward Island										
15 to 29	...	18.1	3.0^{E}	27.6	48.7	37.9	8.5	5.0	51.3	100.0
15 to 19	...	28.6	6.9^{E}	45.2	80.7	12.0	4.7^{E}	2.6^{E}	19.3	100.0
20 to 24	...	x	x	27.9	46.9	36.8	11.6^{E}	4.8^{E}	53.1	100.0
25 to 29	...	5.2^{E}	..	F	10.1^{E}	72.4	9.3^{E}	8.3^{E}	89.9	100.0
Nova Scotia										
15 to 29	...	17.8	2.8	25.1	45.7	38.7	7.9	7.7	54.3	100.0
15 to 19	...	29.0	5.7	48.5	83.2	8.9	3.8^{E}	4.2^{E}	16.8	100.0
20 to 24	...	16.4	2.4^{E}	20.7	39.6	41.2	10.5	8.7	60.4	100.0
25 to 29	...	8.0^{E}	x	x	14.6	66.2	9.1	10.1	85.4	100.0
New Brunswick										
15 to 29	...	13.7	3.1	25.7	42.5	41.9	7.7	7.9	57.5	100.0
15 to 19	...	23.7	7.0	52.0	82.7	8.9	3.9^{E}	4.4^{E}	17.3	100.0
20 to 24	...	13.3	F	17.7	32.7	50.0	9.2	8.0	67.3	100.0
25 to 29	...	x	x	7.6^{E}	11.9^{E}	66.8	10.1	11.2	88.1	100.0
Quebec										
15 to 29	...	20.8	3.3	23.4	47.5	39.1	5.9	7.5	52.5	100.0
15 to 19	...	25.4	6.5	47.9	79.9	12.3	3.0	4.8	20.1	100.0
20 to 24	...	28.3	2.9	17.5	48.8	37.1	7.1	7.0	51.2	100.0
25 to 29	...	9.1	0.7^{E}	6.6	16.4	65.8	7.4	10.3	83.6	100.0
Ontario										
15 to 29	...	16.8	3.0	26.5	46.3	40.5	5.4	7.9	53.7	100.0
15 to 19	...	23.3	6.5	55.5	85.3	7.7	2.5	4.5	14.7	100.0
20 to 24	...	21.4	2.1	20.4	44.0	39.9	6.9	9.3^{E}	56.0	100.0
25 to 29	...	6.2	0.6^{E}	5.8	12.6	71.3	6.6	9.5	87.4	100.0
Manitoba										
15 to 29	...	18.8	2.8	20.8	42.4	46.2	4.1	7.3	57.6	100.0
15 to 19	...	30.0	6.8	43.7	80.5	12.5	3.0^{E}	4.0	19.5	100.0
20 to 24	...	18.8	1.4^{E}	14.6	34.7	53.0	4.0	8.3	65.3	100.0
25 to 29	...	7.8	x	x	12.9	72.3	5.2	9.7	87.1	100.0
Saskatchewan										
15 to 29	...	15.3	1.9	20.3	37.6	50.8	3.4	8.1	62.4	100.0
15 to 19	...	30.1	4.7	43.0	77.7	16.5	1.5^{E}	4.3^{E}	22.3	100.0
20 to 24	...	11.9	0.9^{E}	14.5	27.3	60.2	4.4	8.1	72.7	100.0
25 to 29	...	x	x	6.1^{E}	12.3	71.9	4.2	11.6	87.7	100.0
Alberta										
15 to 29	...	15.5	1.9	18.2	35.6	52.9	3.6	7.9	64.4	100.0
15 to 19	...	29.7	4.6	43.2	77.4	17.5	2.1^{E}	3.0^{E}	22.6	100.0
20 to 24	...	14.7	1.0^{E}	13.3	29.0	58.5	4.4	8.1	71.0	100.0
25 to 29	...	5.9	F	x^{E}	10.6	74.0	4.1^{E}	11.3	89.4	100.0
British Columbia										
15 to 29	...	16.4	2.1	25.3	43.8	42.7	5.3	8.2	56.2	100.0
15 to 19	...	21.4	4.3	51.1	76.9	13.9	3.8^{E}	5.3	23.1	100.0
20 to 24	...	20.5	2.0^{E}	22.5	45.0	42.0	5.9	7.1	55.0	100.0
25 to 29	...	8.1	x	x	14.7	67.6	6.0	11.7	85.3	100.0

Table C.2.1

Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2012 (continued)

	In education					Not in education				
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Total, not in education	Total
	percent					percent				percent
Yukon										
15 to 29	...	x	x	18.9	33.5	49.7	6.4	10.3^{E}	66.5	100.0
15 to 19	...	x	x	36.9	68.8	20.8	x	x	31.2	100.0
20 to 24	...	x	x	15.9^{E}	20.6^{E}	60.8	x	x	79.4	100.0
25 to 29	...	x	x	x	x	70.7	x	x	92.5	100.0
Northwest Territories										
15 to 29	...	x	F	26.6	39.8	42.3	7.8	10.2	60.2	100.0
15 to 19	...	x	x	45.6	74.8	13.7^{E}	x	x	25.2	100.0
20 to 24	...	x	x	25.3	30.0	45.6	12.1^{E}	12.3^{E}	70.0	100.0
25 to 29	...	x	..	x	x	75.3	7.8^{E}	11.2^{E}	94.3	100.0
Nunavut										
15 to 29	...	x	x	21.5	29.1	32.4	11.3	27.2	70.9	100.0
15 to 19	...	x	x	46.0	61.4	x	x	20.7	38.6	100.0
20 to 24	...	x	..	x	8.5^{E}	39.9	16.0^{E}	35.6	91.5	100.0
25 to 29	...	x	..	x	x	53.8	13.3	26.8^{E}	x	100.0

.. not available for a specific reference period

... not applicable

x suppressed to meet the confidentiality requirements of the Statistics Act

^{E} use with caution

F too unreliable to be published

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the International Labour Organisation (ILO) definition.

2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.

3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.

4. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)

5. These averages are from *Education at a Glance 2014: OECD Indicators*, Table C5.2a, Proportion of 15-29 year-olds in education and not in education, by age group and work status, including duration of unemployment (2012) presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.

Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Table C.2.2
Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, provinces and territories, 2012

	In education					Not in education					
							NEETs (not in employment, not in education or training)				
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Sub-total, not employed[5]	Total, not in education	Total
	percent					percent					percent
OECD average[5]											
Both sexes		11.8	2.4	33.0	48.7	36.1	6.5	8.7	15.2	51.3	100.0
Males		11.1	2.4	32.3	47.6	39.7	7.4	5.4	12.7	52.4	100.0
Females		12.9	2.7	33.5	50.1	32.7	5.8	11.5	17.2	49.9	100.0
Canada[6]											
Both sexes	...	17.4	2.7	24.2	44.4	42.4	5.4	7.8	13.2	55.6	100.0
Males	...	15.1	2.9	24.7	42.6	44.5	6.8	6.2	12.9	57.4	100.0
Females	...	19.9	2.6	23.7	46.2	40.3	3.9	9.5	13.5	53.8	100.0
Newfoundland and Labrador											
Both sexes	...	14.3	1.4^{E}	27.7	43.4	36.3	10.4	9.9	20.3	56.6	100.0
Males	...	10.2	1.4^{E}	27.7	39.3	37.1	15.6	8.0	23.6	60.7	100.0
Females	...	18.6	1.4^{E}	27.7	47.7	35.4	5.0^{E}	11.9	16.9	52.3	100.0
Prince Edward Island											
Both sexes	...	18.1	3.0^{E}	27.6	48.7	37.9	8.5	5.0	13.4	51.3	100.0
Males	...	16.0	2.7^{E}	26.1	44.8	38.9	11.8	4.6^{E}	16.3	55.2	100.0
Females	...	20.2	3.2^{E}	29.2	52.6	36.9	5.1^{E}	5.4^{E}	10.5	47.4	100.0
Nova Scotia											
Both sexes	...	17.8	2.8	25.1	45.7	38.7	7.9	7.7	15.6	54.3	100.0
Males	...	16.2	3.0^{E}	24.8	44.0	39.1	10.0	6.9	16.9	56.0	100.0
Females	...	19.5	2.6^{E}	25.4	47.4	38.3	5.9	8.5	14.4	52.6	100.0
New Brunswick											
Both sexes	...	13.7	3.1	25.7	42.5	41.9	7.7	7.9	15.6	57.5	100.0
Males	...	10.3	3.5^{E}	28.0	41.8	42.1	10.5	5.6	16.1	58.2	100.0
Females	...	17.1	2.6^{E}	23.5	43.2	41.6	5.0	10.2	15.2	56.8	100.0
Quebec											
Both sexes	...	20.8	3.3	23.4	47.5	39.1	5.9	7.5	13.4	52.5	100.0
Males	...	17.2	3.4	24.2	44.7	40.6	8.0	6.8	14.8	55.3	100.0
Females	...	24.6	3.2	22.6	50.4	37.7	3.7	8.2	11.9	49.6	100.0
Ontario											
Both sexes	...	16.8	3.0	26.5	46.3	40.5	5.4	7.9	13.3	53.7	100.0
Males	...	15.4	3.2	26.2	44.8	41.9	6.8	6.5^{E}	13.3	55.2	100.0
Females	...	18.3	2.7	26.7	47.7	39.0	4.0	9.2	13.3	52.3	100.0
Manitoba											
Both sexes	...	18.8	2.8	20.8	42.4	46.2	4.1	7.3	11.4	57.6	100.0
Males	...	15.4	2.6	21.7	39.8	51.1	4.8	4.3	9.1	60.2	100.0
Females	...	22.3	2.9	19.9	45.1	41.1	3.3	10.5	13.8	54.9	100.0
Saskatchewan											
Both sexes	...	15.3	1.9	20.3	37.6	50.8	3.4	8.1	11.6	62.4	100.0
Males	...	13.9	2.0	20.6	36.4	54.8	3.8	4.9	8.7	63.6	100.0
Females	...	16.9	1.9^{E}	20.1	38.9	46.6	3.0	11.5	14.5	61.1	100.0
Alberta											
Both sexes	...	15.5	1.9	18.2	35.6	52.9	3.6	7.9	11.5	64.4	100.0
Males	...	12.7	2.0	18.5	33.1	58.0	4.1	4.7	8.9	66.9	100.0
Females	...	18.5	1.8	17.9	38.2	47.3	3.1	11.4	14.4	61.8	100.0
British Columbia											
Both sexes	...	16.4	2.1	25.3	43.8	42.7	5.3	8.2	13.5	56.2	100.0
Males	...	14.1	2.2	27.6	43.9	43.9	6.1	6.0	12.2	56.1	100.0
Females	...	18.9	2.1	22.8	43.7	41.3	4.5	10.4	14.9	56.3	100.0

Table C.2.2

Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, provinces and territories, 2012 (continued)

	In education					Not in education					
							NEETs (not in employment, not in education or training)				
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Sub-total, not employed[5]	Total, not in education	Total
			percent					percent			percent
Yukon											
Both sexes	...	x	x	18.9	33.5	49.7	6.4	10.3^{E}	16.7	66.5	100.0
Males	...	x	x	20.0	31.6	50.4	8.3^{E}	9.7^{E}	18.0^{E}	68.4	100.0
Females	...	x	x	17.8^{E}	35.6	49.0	x	x	15.4^{E}	64.4	100.0
Northwest Territories											
Both sexes	...	x	F	26.6	39.8	42.3	7.8	10.2	18.0	60.2	100.0
Males	...	x	x	25.8	35.6	45.5	10.0^{E}	8.9^{E}	18.9	64.4	100.0
Females	...	x	x	27.6	44.4	38.7	5.3^{E}	11.6^{E}	16.9^{E}	55.6	100.0
Nunavut											
Both sexes	...	x	x	21.5	29.1	32.4	11.3	27.2	38.5	70.9	100.0
Males	...	x	x	20.5	26.2	33.9	14.0	25.9	39.9	73.8	100.0
Females	...	x	x	22.6	32.1	30.9	8.6	28.5	37.1	67.9	100.0

... not applicable

x suppressed to meet the confidentiality requirements of the Statistics Act

^{E} use with caution

F too unreliable to be published

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the International Labour Organisation (ILO) definition.

2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.

3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.

4. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)

5. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."

6. These averages are from Education at a Glance 2014: OECD Indicators, Table C5.2b (Web only), Percentage of 15-29 year-olds men in education and not in education, by work status (2012), Table C5.2c (Web only), Percentage of 15-29 year-old women in education and not in education, by work status (2012), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

7. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.

Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators.*

Table C.2.3

Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2012

		Not in education					
			NEETs (not in employment, not in education or training)				
	Total, in education	Employed[1]	Unemployed[2]	Not in the labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent	percent					percent
OECD average[5]							
Total, all levels of education	48.8	36.2	6.6	8.4	15.0	51.2	100.0
Below upper secondary	69.3	15.5	5.8	9.4	15.2	30.7	100.0
Upper secondary and postsecondary non-tertiary	42.4	41.8	7.4	8.7	15.8	57.6	100.0
Tertiary	26.2	61.6	6.9	6.4	13.0	74.5	100.0
Canada[6]							
Total, all levels of education	44.4	42.4	5.4	7.8	13.2	55.6	100.0
Below upper secondary	71.0	14.9	4.6	9.5	14.1	29.0	100.0
Upper secondary and postsecondary non-tertiary	41.4	44.3	6.2	8.2	14.3	58.6	100.0
Tertiary	27.6	61.5	4.9	6.0	10.9	72.4	100.0
Newfoundland and Labrador							
Total, all levels of education	43.4	36.3	10.4	9.9	20.3	56.6	100.0
Below upper secondary	70.2	9.0^{E}	9.3^{E}	11.5	20.8	29.8	100.0
Upper secondary and postsecondary non-tertiary	39.9	37.4	11.9	10.7	22.7	60.1	100.0
Tertiary	18.0	67.3	8.4^{E}	6.3^{E}	14.7^{E}	82.0	100.0
Prince Edward Island							
Total, all levels of education	48.7	37.9	8.5	5.0	13.4	51.3	100.0
Below upper secondary	74.5	13.7	7.9^{E}	4.0^{E}	11.8^{E}	25.5	100.0
Upper secondary and postsecondary non-tertiary	44.8	38.6	10.7	5.9^{E}	16.7	55.2	100.0
Tertiary	24.6	65.9	5.1^{E}	4.3^{E}	9.4^{E}	75.4	100.0
Nova Scotia							
Total, all levels of education	45.7	38.7	7.9	7.7	15.6	54.3	100.0
Below upper secondary	76.4	10.1	4.5^{E}	8.9	13.4	23.6	100.0
Upper secondary and postsecondary non-tertiary	44.9	35.2	9.9	10.0	19.9	55.1	100.0
Tertiary	21.8	65.8	8.4	4.0^{E}	12.4	78.2	100.0
New Brunswick							
Total, all levels of education	42.5	41.9	7.7	7.9	15.6	57.5	100.0
Below upper secondary	74.7	10.7	5.6^{E}	9.0	14.6	25.3	100.0
Upper secondary and postsecondary non-tertiary	41.9	40.7	9.3	8.1	17.4	58.1	100.0
Tertiary	14.4	71.4	7.5^{E}	6.7^{E}	14.2	85.6	100.0
Quebec							
Total, all levels of education	47.5	39.1	5.9	7.5	13.4	52.5	100.0
Below upper secondary	62.1	19.4	6.9	11.5	18.4	37.9	100.0
Upper secondary and postsecondary non-tertiary	42.0	43.3	7.2	7.5	14.8	58.0	100.0
Tertiary	44.4	47.1	3.8	4.7	8.5	55.6	100.0
Ontario							
Total, all levels of education	46.3	40.5	5.4	7.9	13.3	53.7	100.0
Below upper secondary	75.2	11.3	4.2	9.2	13.4	24.8	100.0
Upper secondary and postsecondary non-tertiary	48.2	37.2	6.1	8.5	14.6	51.8	100.0
Tertiary	23.2	65.2	5.4	6.2	11.6	76.8	100.0
Manitoba							
Total, all levels of education	42.4	46.2	4.1	7.3	11.4	57.6	100.0
Below upper secondary	69.4	16.7	4.1	9.7	13.9	30.6	100.0
Upper secondary and postsecondary non-tertiary	36.7	51.7	4.1	7.5	11.6	63.3	100.0
Tertiary	19.2	72.8	3.9^{E}	4.1^{E}	8.0	80.8	100.0

Table C.2.3

Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2012 (continued)

	Total, in education	Not in education					
			NEETs (not in employment, not in education or training)				
		Employed[1]	Unemployed[2]	Not in the labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent	percent					percent
Saskatchewan							
Total, all levels of education	37.6	50.8	3.4	8.1	11.6	62.4	100.0
Below upper secondary	69.5	17.0	3.1^E	10.3	13.5	30.5	100.0
Upper secondary and postsecondary non-tertiary	26.4	61.1	4.2	8.3	12.5	73.6	100.0
Tertiary	19.5	73.8	2.1^E	4.6^E	6.7	80.5	100.0
Alberta							
Total, all levels of education	35.6	52.9	3.6	7.9	11.5	64.4	100.0
Below upper secondary	68.5	19.5	3.4^E	8.6	12.0	31.5	100.0
Upper secondary and postsecondary non-tertiary	27.3	60.7	3.7	8.3	12.1	72.7	100.0
Tertiary	18.5	71.5	3.5^E	6.5	10.0	81.5	100.0
British Columbia							
Total, all levels of education	43.8	42.7	5.3	8.2	13.5	56.2	100.0
Below upper secondary	73.1	15.8	2.9^E	8.2	11.1	26.9	100.0
Upper secondary and postsecondary non-tertiary	40.8	45.1	6.3	7.7	14.1	59.2	100.0
Tertiary	23.1	62.3	5.6	9.0	14.6	76.9	100.0
Yukon							
Total, all levels of education	33.5	49.7	6.4	10.3^E	16.7	66.5	100.0
Below upper secondary	61.0	20.9^E	x	x	18.1^E	39.0	100.0
Upper secondary and postsecondary non-tertiary	21.8^E	58.4	8.3^E	11.5^E	19.8	78.2	100.0
Tertiary	14.4^E	75.3	x	x	x	85.6	100.0
Northwest Territories							
Total, all levels of education	39.8	42.3	7.8	10.2	18.0	60.2	100.0
Below upper secondary	57.1	18.3	10.6^E	14.0	24.6	42.9	100.0
Upper secondary and postsecondary non-tertiary	32.6	51.4	7.2^E	8.8	16.0	67.4	100.0
Tertiary	13.0^E	80.8	x	x	x	87.0	100.0
Nunavut							
Total, all levels of education	29.1	32.4	11.3	27.2	38.5	70.9	100.0
Below upper secondary	34.6	22.8	12.9	29.7	42.6	65.4	100.0
Upper secondary and postsecondary non-tertiary	14.4^E	51.8	x	x	33.8^E	85.6	100.0
Tertiary	x	71.3	x	x	x	x	100.0

x suppressed to meet the confidentiality requirements of the Statistics Act

^{E} use with caution

1. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)

2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.

3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.

4. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."

5. These averages are from *Education at a Glance 2014: OECD Indicators*, Table C5.4, Percentage of 15-29 year-olds in education and not in education, by educational attainment and work status, including duration of unemployment (2012), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.

Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Table C.2.4

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2002, 2004, 2006, 2008, 2010 and 2012

	2002			2004			2006		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent			percent			percent		
OECD average[2]									
15 to 29	42.6	42.2	15.3	44.7	40.2	15.1	45.3	40.4	14.3
15 to 19	81.2	10.4	8.6	83.1	8.8	8.2	83.7	8.3	8.1
20 to 24	36.5	45.7	17.7	39.6	42.6	17.7	40.4	42.9	17.1
25 to 29	13.0	67.9	19.7	14.0	67.0	19.0	14.3	67.8	18.4
Canada[3]									
15 to 29	43.3	43.1	13.6	43.1	43.9	13.0	44.1	43.9	12.0
15 to 19	80.2	11.8	8.0	79.1	12.2	8.7	81.1	11.5	7.3
20 to 24	36.5	48.3	15.3	38.1	47.7	14.2	38.5	48.5	13.0
25 to 29	12.7	69.8	17.5	11.9	71.9	16.2	12.3	72.0	15.6
Newfoundland and Labrador									
15 to 29	47.6	31.6	20.8	45.6	30.7	23.7	46.9	29.7	23.5
15 to 19	85.4	5.9[E]	8.7	80.5	9.4	10.2	87.4	6.3[E]	6.3[E]
20 to 24	38.3	39.2	22.6	41.2	30.8	28.0	38.8	28.3	32.9
25 to 29	11.8	54.7	33.5	9.8[E]	55.4	34.8	8.8[E]	58.4	32.8
Prince Edward Island									
15 to 29	45.1	37.7	17.2	45.1	38.4	16.5	44.0	39.6	16.4
15 to 19	83.3	10.5	6.2[E]	80.8	10.1	9.1	86.1	6.6[E]	7.3[E]
20 to 24	32.3	43.7	24.0	37.7	44.5	17.8	28.8	51.1	20.1
25 to 29	11.1[E]	65.5	23.4	8.6[E]	67.0	24.4	9.5[E]	67.1	23.3
Nova Scotia									
15 to 29	42.4	41.9	15.8	45.8	39.6	14.6	44.9	40.4	14.7
15 to 19	82.5	8.9	8.6	81.3	10.9	7.8	82.6	9.8	7.6
20 to 24	33.3	44.4	22.4	37.4	48.6	14.0	33.7	49.9	16.5
25 to 29	8.0[E]	75.3	16.7	15.0	62.1	22.9	13.7	65.3	21.1
New Brunswick									
15 to 29	40.0	42.7	17.3	41.1	42.5	16.4	42.7	43.8	13.6
15 to 19	82.9	9.3	7.8	81.8	8.5	9.7	83.5	9.9	6.6
20 to 24	28.0	50.0	22.0	29.3	49.9	20.7	33.4	50.9	15.7
25 to 29	7.2	70.4	22.4	10.4	70.6	19.0	8.6[E]	72.7	18.8
Quebec									
15 to 29	41.3	43.2	15.5	41.4	43.7	15.0	42.3	44.1	13.5
15 to 19	77.4	12.8	9.9	76.2	12.6	11.2	78.8	12.3	8.9
20 to 24	35.1	48.0	16.9	37.1	46.5	16.3	38.4	46.3	15.3
25 to 29	13.2	67.5	19.3	14.0	69.0	17.0	13.2	70.7	16.0
Ontario									
15 to 29	45.6	42.3	12.1	45.0	42.9	12.1	46.1	42.0	11.8
15 to 19	83.6	10.1	6.3	81.8	10.5	7.7	83.1	9.3	7.6
20 to 24	39.9	46.7	13.4	41.5	45.8	12.7	41.9	45.4	12.7
25 to 29	12.8	70.6	16.6	10.8	73.3	15.9	11.7	72.9	15.4
Manitoba									
15 to 29	41.0	46.7	12.3	43.7	45.5	10.7	45.6	43.9	10.6
15 to 19	77.9	15.7	6.4	80.7	13.2	6.2	81.2	13.4	5.5
20 to 24	30.7	54.7	14.6	33.9	52.2	13.9	37.5	52.0	10.5
25 to 29	11.8	71.9	16.3	13.9	73.7	12.4	14.1	69.5	16.4
Saskatchewan									
15 to 29	45.3	42.9	11.8	41.6	45.9	12.5	42.9	45.1	12.0
15 to 19	81.3	12.1	6.7	74.5	16.8	8.7	79.1	13.5	7.4
20 to 24	34.5	50.4	15.1	32.2	52.3	15.5	33.4	53.0	13.6
25 to 29	11.8	73.5	14.7	12.5	73.9	13.6	10.9	73.5	15.6
Alberta									
15 to 29	45.3	42.9	11.8	41.6	45.9	12.5	42.9	45.1	12.0
15 to 19	81.3	12.1	6.7	74.5	16.8	8.7	79.1	13.5	7.4
20 to 24	34.5	50.4	15.1	32.2	52.3	15.5	33.4	53.0	13.6
25 to 29	11.8	73.5	14.7	12.5	73.9	13.6	10.9	73.5	15.6
British Columbia									
15 to 29	43.9	41.7	14.4	44.1	43.1	12.8	45.1	44.8	10.2
15 to 19	78.5	13.0	8.4	78.1	13.5	8.4	80.7	13.7	5.6
20 to 24	38.0	46.1	16.0	40.8	45.0	14.2	38.3	51.5	10.1
25 to 29	13.8	67.2	19.0	11.8	72.2	16.0	15.4	69.7	14.9

Table C.2.4

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2002, 2004, 2006, 2008, 2010 and 2012 (continued)

	2002			2004			2006		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent			percent			percent		
Yukon									
15 to 29	36.3	47.1	16.6	44.7	41.2	14.0	38.9	47.8	13.2
15 to 19	67.4	20.2[E]	12.4[E]	80.3	12.1[E]	x	73.0	19.3	x
20 to 24	18.2[E]	61.5	20.4[E]	29.0	52.6	18.3[E]	20.7[E]	62.5	16.8[E]
25 to 29	x	72.1	19.0[E]	x	71.6	18.8[E]	x	74.0	17.6[E]
Northwest Territories									
15 to 29	35.3	46.1	18.7	36.7	49.0	14.4	35.8	49.2	15.0
15 to 19	77.7	11.4[E]	11.0[E]	79.5	11.5[E]	9.1[E]	76.1	12.3	11.7[E]
20 to 24	17.1[E]	58.4	24.4	20.1	59.3	20.6	15.7	63.4	20.9
25 to 29	7.9[E]	70.9	21.2	F	79.1	14.4[E]	7.9[E]	78.7	13.4[E]
Nunavut									
15 to 29	...	...	...	...	...	...	32.5[E]	39.0	28.5
15 to 19	...	...	...	...	...	...	69.1	F	20.9[E]
20 to 24	...	...	...	...	...	...	F	45.6	40.0
25 to 29	...	...	...	...	...	...	x	65.0	x[E]

	2008			2010			2012		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent			percent			percent		
OECD average[2]									
15 to 29	45.7	40.7	13.7	47.2	37.1	15.7	48.8	36.2	15.0
15 to 19	83.8	8.5	7.8	85.6	6.7	8.0	86.5	6.5	7.2
20 to 24	41.8	42.6	16.0	44.0	37.6	18.4	46.4	36.1	17.5
25 to 29	14.4	68.3	17.4	15.7	64.4	19.9	17.9	62.7	19.4
Canada[3]									
15 to 29	43.8	44.5	11.7	43.9	42.5	13.5	44.4	42.4	13.2
15 to 19	80.2	12.5	7.3	81.5	10.2	8.2	81.6	11.1	7.3
20 to 24	38.9	48.1	13.0	39.5	45.1	15.3	42.1	43.0	14.8
25 to 29	12.4	72.6	14.9	12.9	70.4	16.8	13.5	69.7	16.8
Newfoundland and Labrador									
15 to 29	46.2	35.0	18.8	44.0	34.9	21.1	43.4	36.3	20.3
15 to 19	84.1	8.4[E]	7.5[E]	79.5	8.3	12.2	83.1	8.9	8.0[E]
20 to 24	39.0	37.1	23.9	38.6	34.8	26.5	37.5	37.1	25.3
25 to 29	10.1[E]	63.7	26.2	11.8[E]	63.4	24.8	10.3	62.6	27.1
Prince Edward Island									
15 to 29	48.0	37.5	14.5	48.9	37.1	14.0	48.7	37.9	13.4
15 to 19	82.6	11.3[E]	6.1[E]	85.9	8.5[E]	5.7[E]	80.7	12.0	7.3[E]
20 to 24	38.4	40.1	21.5	38.3	43.9	17.9	46.9	36.8	16.4
25 to 29	14.1[E]	68.6	17.3	13.2[E]	66.6	20.2	10.1[E]	72.4	17.5[E]
Nova Scotia									
15 to 29	42.8	42.7	14.5	43.8	40.9	15.4	45.7	38.7	15.6
15 to 19	78.4	13.7	7.8	83.1	8.3	8.6	83.2	8.9	8.0
20 to 24	35.6	46.1	18.2	35.8	44.2	20.0	39.6	41.2	19.3
25 to 29	9.4	72.6	18.0	9.6	72.9	17.6	14.6	66.2	19.2
New Brunswick									
15 to 29	42.8	42.6	14.7	41.9	42.9	15.2	42.5	41.9	15.6
15 to 19	86.0	9.3	4.7[E]	83.8	8.8	7.4[E]	82.7	8.9	8.4
20 to 24	31.1	48.5	20.4	31.1	49.7	19.2	32.7	50.0	17.3
25 to 29	7.5	72.9	19.6	8.5[E]	72.2	19.4	11.9[E]	66.8	21.3
Quebec									
15 to 29	42.9	43.1	13.9	45.1	41.1	13.8	47.5	39.1	13.4
15 to 19	77.4	13.5	9.2	77.8	12.3	10.0	79.9	12.3	7.8
20 to 24	38.8	46.2	15.0	43.4	42.4	14.2	48.8	37.1	14.1
25 to 29	14.5	68.1	17.4	15.9	67.0	17.1	16.4	65.8	17.8

Table C.2.4
Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2002, 2004, 2006, 2008, 2010 and 2012 (continued)

	2008			2010			2012		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent			percent			percent		
Ontario									
15 to 29	47.3	41.3	11.4	46.7	39.5	13.8	46.3	40.5	13.3
15 to 19	84.0	9.1	6.9	84.4	7.8	7.8	85.3	7.7	7.0
20 to 24	44.0	43.0	13.1	43.4	39.8	16.8	44.0	39.9	16.2
25 to 29	12.8	72.8	14.4	13.2	70.1	16.7	12.6	71.3	16.1
Manitoba									
15 to 29	41.2	48.2	10.6	41.8	45.9	12.3	42.4	46.2	11.4
15 to 19	77.5	16.0	6.5	78.8	13.7	7.5	80.5	12.5	7.0
20 to 24	32.6	54.1	13.4	32.5	53.5	14.0	34.7	53.0	12.3
25 to 29	10.5	77.4	12.1	12.9	71.4	15.7	12.9	72.3	14.8
Saskatchewan									
15 to 29	39.8	50.5	9.7	38.8	49.5	11.8	37.6	50.8	11.6
15 to 19	76.5	16.1	7.3	78.2	14.6	7.2	77.7	16.5	5.8
20 to 24	29.0	62.3	8.7	27.8	58.7	13.5	27.3	60.2	12.4
25 to 29	10.9	75.6	13.6	11.6	74.1	14.4	12.3	71.9	15.8
Alberta									
15 to 29	35.9	54.2	9.9	36.4	51.8	11.7	35.6	52.9	11.5
15 to 19	74.4	18.9	6.8	80.4	12.0	7.6	77.4	17.5	5.1
20 to 24	27.3	62.4	10.3	30.2	58.6	11.3	29.0	58.5	12.5
25 to 29	11.0	76.6	12.4	8.0	76.6	15.4	10.6	74.0	15.4
British Columbia									
15 to 29	43.5	47.1	9.5	42.6	44.3	13.1	43.8	42.7	13.5
15 to 19	79.2	14.9	5.9	81.3	11.7	7.1	76.9	13.9	9.2
20 to 24	40.6	49.8	9.5	37.4	48.2	14.4	45.0	42.0	13.0
25 to 29	11.3	75.8	12.9	13.1	69.6	17.3	14.7	67.6	17.7
Yukon									
15 to 29	39.0	46.8	14.2^{E}	36.1	44.4	19.5	33.5	49.7	16.7
15 to 19	69.7	19.0^{E}	11.3^{E}	69.1	16.9^{E}	13.9^{E}	68.8	20.8	10.4^{E}
20 to 24	22.5^{E}	57.9	19.6^{E}	16.2^{E}	59.1	24.7^{E}	20.6^{E}	60.8	18.6^{E}
25 to 29	x	77.0	x	x	69.6	x^{E}	x	70.7	x^{E}
Northwest Territories									
15 to 29	35.5	47.1	17.4	39.6	40.1	20.3	39.8	42.3	18.0
15 to 19	75.0	13.6	11.4	77.0	7.9^{E}	15.1	74.8	13.7^{E}	11.6^{E}
20 to 24	18.0^{E}	53.6	28.4	23.2^{E}	50.5	26.3^{E}	30.0	45.6	24.4
25 to 29	x	82.3	12.4	8.0^{E}	70.9	21.0^{E}	x	75.3	19.0^{E}
Nunavut									
15 to 29	30.9	40.2	29.0	33.7	32.3	34.0	29.1	32.4	38.5
15 to 19	66.1	9.1^{E}	24.7	66.9	10.1	23.0	61.4	11.8	26.8
20 to 24	12.2^{E}	54.4	33.4	18.5	35.2	46.3	8.5^{E}	39.9	51.6
25 to 29	x	64.3	x	x	58.8	x	x	53.8	x

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

F too unreliable to be published

1. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."

2. These averages are from Education at a Glance 2014: OECD Indicators, Table C5.3a, Trends in the percentage of young people in education and not in education, employed or not, by age group (1997-2012), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.

Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

Chapter D

The learning environment and organization of schools

D1 Instruction time

Context

This indicator examines the amount of time, as established in public regulations, that Canadian students aged 6 to 17 must spend in class. More precisely, this indicator shows the annual number of hours of intended instruction time in the curriculum for students by single age (ages 6 to 17). This information is for Canadian public institutions in 2013/2014 (the 2013/2014 school year). Data are presented for Canada, and for the provinces and territories.[1]

Instruction time in formal classroom settings accounts for a large portion of the public investment in student learning and is a central component of effective schooling. The amount of instruction time available to students is the amount of formal classroom teaching they receive and can therefore determine their opportunities for effective learning. It is also central to education policy decision-making. Matching resources with students' needs and making optimal use of time are major challenges for education policy. The main costs of education are the use and deployment of teacher resources, institutional maintenance and other educational resources. The length of time during which these resources are made available to students is thus an important factor influencing the budget in education.

In combination with the information on teachers' salaries presented in Indicator D2 and teacher working time in Indicator D3, this indicator on instruction time contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contribute to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

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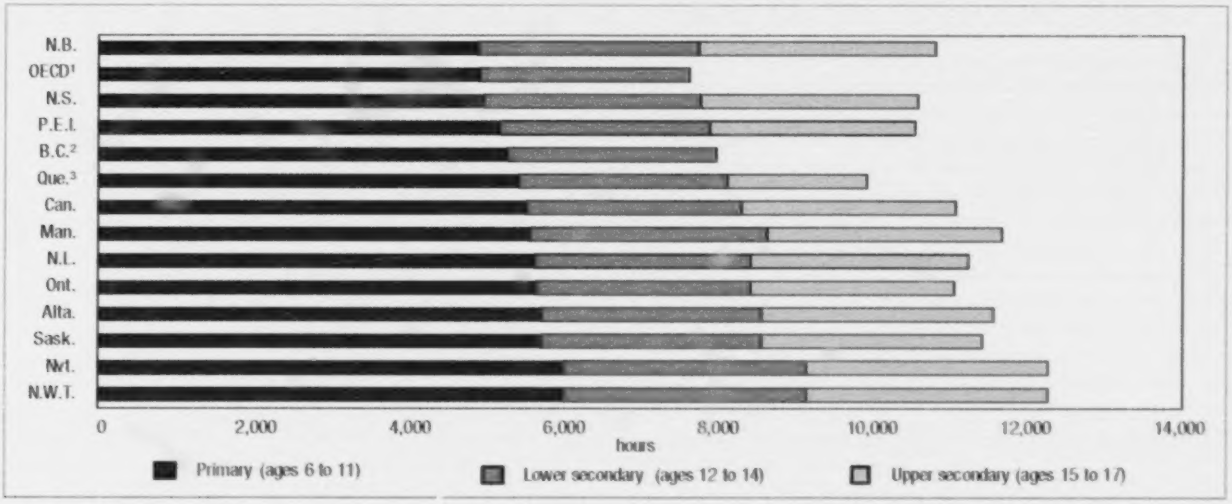
1. Data for 2013/2014 were not available for Yukon.

Observations

Intended instruction time by level of education

Chart D.1.1
Total number of cumulative intended instruction hours in public institutions, by level of education, 2013/2014



1. The average for the upper secondary level for the OECD is not available.
2. Data for upper secondary education for British Columbia are incomplete;therefore, this level is not presented in the chart.
3. Upper secondary education ends in Grade 11 (age 17). Further studies are completed in the CEGEP system in Quebec.

Note: Data for Yukon are not available.

Source: Table D.1.1.

- In Canada, total cumulative intended instruction time was highest in the Northwest Territories and Nunavut at 12,252 hours each. It was lowest in Prince Edward Island at 10,515 hours.[2]
- The average total cumulative intended instruction time in formal classroom settings for primary level education (ages 6 to 11) and lower secondary level education (ages 12 to 14) was 5,517 and 2,772 hours, respectively.
- In comparison, average total intended time was lower for the OECD countries on average with 4,893 at the primary level and 2,722 hours at the lower secondary level.
- The total intended instruction time for students in upper secondary institutions (ages 15 to 17) varied from 2,640 hours each in Prince Edward Island and Ontario to 3,135 hours each in the Northwest Territories and Nunavut[2]

Definitions, sources and methodology

Data on instruction time are from the 2013 OECD-INES, Eurydice – OECD Instruction Time Data Collection 2013 and refer to the 2013/2014 school year. Instruction time for 6- to 17-year-old students refers to the formal number of 60-minute hours per school year organized by the school for class instructional activities in the 2013/2014 reference year. Hours lost when schools are closed for statutory holidays are excluded.

Intended instruction time refers to the number of hours per year during which students receive instruction in the compulsory (this refers to the amount and allocation of instruction time that every public school must provide and all public-sector students must attend. The total compulsory curriculum comprises the compulsory core curriculum, as well as the compulsory flexible curriculum) and non-compulsory parts of the curriculum. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

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[2] Data for ages 16 and 17 in British Columbia were not available for 2013/2014. In Quebec, the total intended instruction time was 1,800 hours and includes only Grades 10 and 11, as high school ends at Grade 11 or age 16. After Grade 11, students in Quebec pursue their studies in the CEGEP system.

Education is compulsory up to the age of 16 in every Canadian jurisdiction, except for Manitoba, Ontario, New Brunswick and Nunavut, where education is compulsory up to the age of 18.

The average for Canada is calculated by weighting the figures for provinces and territories by the population of children as of July 1, 2013 by single age (6 to 17) in each jurisdiction. All jurisdictions except Yukon are taken into account in the Canada-level average.

Calculation of instruction time by jurisdiction

Jurisdiction	Source/Notes on calculation of instruction time
Newfoundland and Labrador	The *Schools Act* sets the minimum instruction hours per day (kindergarten (age 5), 2½ hours; Grades 1 to 12 (ages 6 to 17), 5 hours). The collective agreement between the province and the teachers' association allows schools to provide up to a maximum of 5 hours of instruction per day for Grades 1 to 3. Compulsory and intended instruction time is 5 hours of instruction time per day multiplied by the number of instruction days (187) in a year.
Prince Edward Island	Instruction times for ages 5 to 14 are total minutes per day devoted to a subject multiplied by 185 (the number of instructional days per year). Minutes per day for each subject are set in the following provincial documents: *Elementary Program of Studies and Authorized Materials, Intermediate Program of Studies and Authorized Materials, and Minister's Directive No. MD 99-05: Intermediate School Subject Time Allotments.* Instruction time for age 15 is based on 8 credits per year at 110 hours per credit as set in *Minister's Directive No. MD 11-02 and the Senior High Program of Studies and Authorized Materials.*
Nova Scotia	The *Ministerial Education Act Regulations* set the minimum instruction time per day as 4 hours for Grades 1 to 2 and 5 hours for Grades 3 to 12. Regulated minimum instruction time includes recess for Grades 1 to 6. Compulsory and intended instruction time are calculated based on the minimum instruction time per day (less 15 minutes per day for recess for ages 6 to 11) multiplied by the number of instructional days (187) per year.
New Brunswick	Instruction time is based on the minimum number of hours of instruction per day set in the *New Brunswick Regulation 97-150 under the Education Act* (4 hours per day for kindergarten to Grade 2, 5 hours per day for Grades 3 to 8, 5½ hours per day for Grades 9 to 12). Compulsory and intended instruction time is the minimum instruction time per day, less 20 minutes per day for recess for ages 6 to 10 and 16 minutes per day for flexible scheduling /movement for ages 11 to 15 multiplied by the number of instructional days (185) per year.
Quebec	Compulsory and intended instruction time is based on the suggested number of hours for compulsory subjects in elementary and secondary, outlined in the *Basic School Regulation for Preschool, Elementary and Secondary Education.*
Ontario	*Ontario Regulation 298* states that the length of the instructional program of each school day for pupils of compulsory school age should be not less than 5 hours a day. This excludes recess and scheduled intervals between classes. For ages 6 to 13, compulsory and intended instruction time is 5 hours of instruction multiplied by 188 instructional days per *Ontario Regulation 304*. Based on the *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2011* (OS), for ages 14 to 15, instruction time is based on 8 credits at 110 hours per credit.
Manitoba	*Manitoba Regulation 101/95* states that the instructional day in a school must be not less than 5.5 hours including recesses but not including the midday intermission. For Grades 1 to 6, the instructional day is 5 hours. For Grades 7 through 12, the instructional day is 5.5 hours. The total compulsory and intended instructional time is the hours of the instructional day multiplied by the average number of 185 instructional days in a school year.
Saskatchewan	*Time and Credit Allocations - Core Curriculum: Principles, Time Allocations, and Credit Policy* (updated June 2011) provides the required minutes per subject per week for each grade. Those were divided by 60 to calculate (to two decimal places) the number of hours per week. The resulting value was multiplied by a factor of 38 (weeks in school year) to obtain hours per year.
Alberta	In accordance with section 39(1)(c) of the *School Act, the Guide to Education* stipulates that schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade. Schools must also ensure that students in Grades 10 to 12 have access to a minimum of 1,000 hours of instruction per school year.
British Columbia	Compulsory and intended instruction time is based on the *School Act Regulation* that sets the total yearly hours of instruction for students.
Yukon	Compulsory and intended instruction time is based on the 935 hours of legislated instructional time in the Yukon *Education Act*, section 46 (1) and (6).
Northwest Territories	Compulsory and intended instruction time is based on the *Northwest Territories Education Act* which states that a school day shall consist of no less than 997 hours per year for Grades 1 to 6 and no less than 1,045 hours per year for Grades 7 to 12.

Note: The corresponding OECD indicator is D1, *How much time do students spend in the classroom?*

Table D.1.1
Intended instruction time[1,2,3] in public institutions, ages 6 through 17, by age, Canada, provinces and territories, 2013/2014

	Total intended instruction time											
	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17
	number of hours per year											
OECD average[4]	808	788	796	809	840	852	881	917	924	939	..	..
Canada[5]	914	914	922	922	922	923	928	928	916	921	..	..
Newfoundland and Labrador	935	935	935	935	935	935	935	935	935	935	935	935
Prince Edward Island	860	860	860	860	860	860	905	905	905	880	880	880
Nova Scotia	701	701	888	888	888	888	935	935	935	935	935	935
New Brunswick	678	678	863	863	863	925	925	925	1,018	1,018	1,018	1,018
Quebec	900	900	900	900	900	900	900	900	900	900	900	...
Ontario[6]	940	940	940	940	940	940	940	940	880	880	880	880
Manitoba	925	925	925	925	925	925	1,018	1,018	1,018	1,018	1,018	1,018
Saskatchewan	950	950	950	950	950	950	950	950	950	950	950	950
Alberta	950	950	950	950	950	950	950	950	950	1,000	1,000	1,000
British Columbia	876	876	876	876	876	876	876	876	953	953	..	..
Yukon	..	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	997	997	997	997	997	997	1,045	1,045	1,045	1,045	1,045	1,045
Nunavut	997	997	997	997	997	997	1,045	1,045	1,045	1,045	1,045	1,045

.. not available for a specific reference period

... not applicable

1. Unless otherwise specified, instruction time is based on the minimum requirements for instruction time in provincial or territorial legislation, regulation, or policy.

2. "Intended instruction time" refers to the number of hours of instruction per year for which students are entitled as parts of the curriculum.

3. Education is compulsory up to the age of 16 in every Canadian jurisdiction, except for Manitoba, Ontario, New Brunswick and Nunavut, where education is compulsory up to the age of 18.

4. These averages are from Education at a Glance 2014: OECD Indicators, Table D1.4 (Web only), Instruction time in compulsory general education, by age (2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

5. The average for Canada is calculated by weighting the figures for provinces and territories by the population of children, as of July 1, 2013, for the single ages 6 to 17 in each jurisdiction. All jurisdictions except Yukon are taken into account in the Canada average.

6. In Ontario, the figures reported for ages 6 to 13 are based on provisions outlined in provincial regulations.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), Eurydice-OECD Instruction Time Data Collection 2013.

D2 Teachers' salaries

Context

This indicator presents annual statutory salaries for teachers at the start of their careers, after 10 and 15 years' experience, and once they have reached the top of the salary scale. These categories reflect salaries for teachers with the most common or typical minimum level of training required for certification in public elementary and secondary educational institutions. All data on these salaries are presented for teachers teaching at the three levels in the International Standard of Classification (ISCED) categories: primary (ISCED 1); lower secondary (ISCED 2); and upper secondary (ISCED 3) education.[1]

Teachers' salaries represent the single largest expense in education (see Indicator B3 in this report). A comparison of salary figures at different points reveals some useful information on basic salary structures and the points of salary advancement in a teaching career. Salaries and the accompanying working conditions contribute towards developing, attracting and then retaining qualified teachers. Thus any compensation issue should be a major consideration for policy-makers or others in the education field who want and need to maintain a high quality of instruction while balancing their education budgets. At the same time, any interpretation of international comparisons of teacher compensation, including salaries, should be considered with several other factors in mind. While the salary figures for this particular indicator have taken differences in cost of living for Canada and its fellow OECD countries into account, it is not possible to capture all differences in taxation, social benefits and allowances, or any other additional payments that teachers may receive.

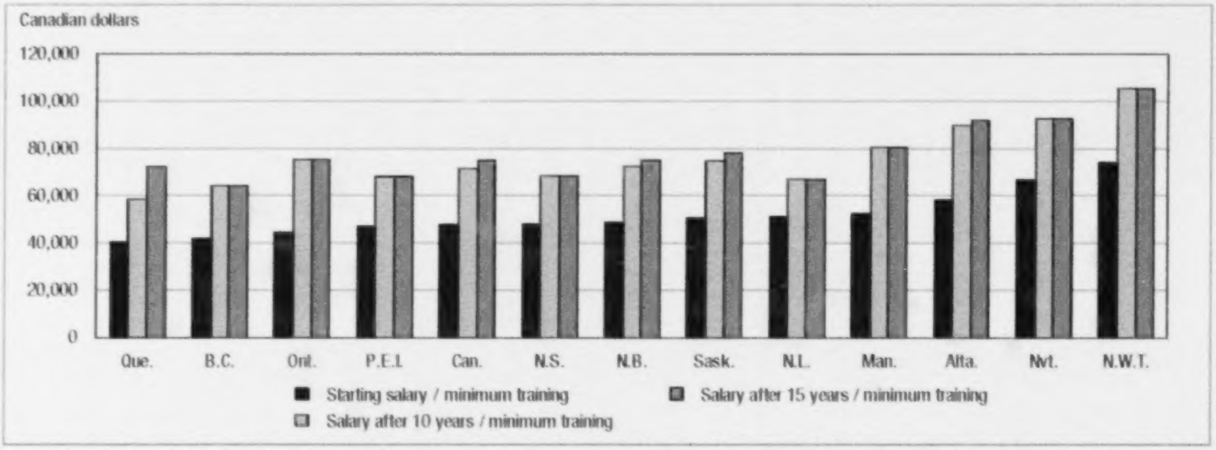
In combination with the information on instruction time and teachers' working time, presented in Indicators D1 and D3, respectively, this indicator on teachers' salaries contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contributes to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

Observations

Salaries by ISCED level

Chart D.2.1.1

Annual statutory teachers' salaries, full-time teachers in primary and lower secondary institutions, by teaching experience, Canadian dollars, Canada, 2011/2012



Note: Reflects salaries for full-time teachers in public institutions at the ISCED 1 and 2 (primary and lower secondary) levels, as reported for the 2011/2012 school year.
Source: Table D.2.1.

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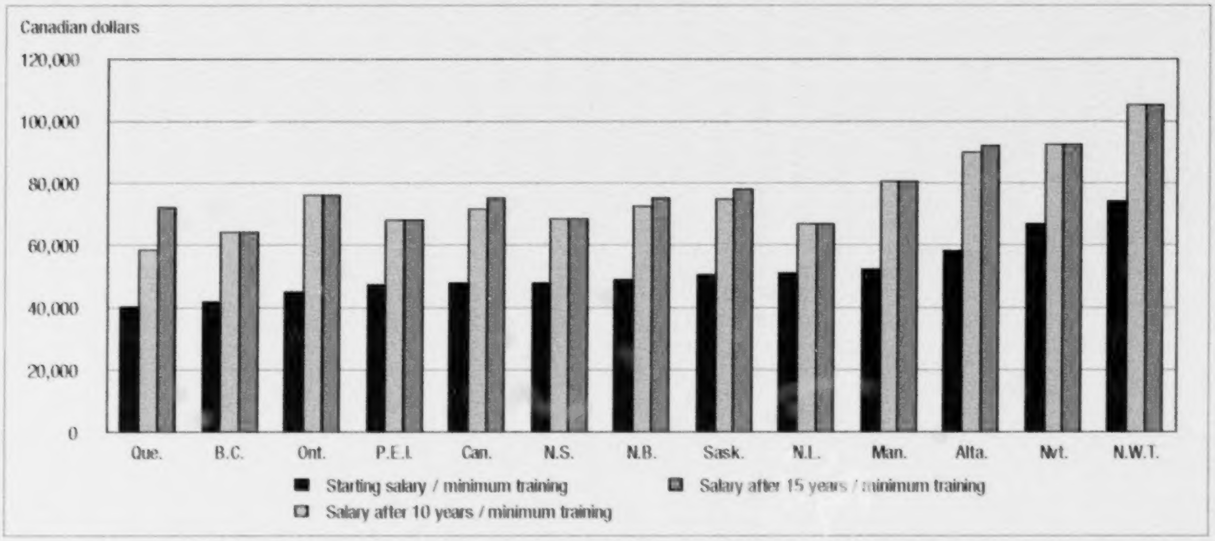
[1] See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

Chart D.2.1.2
Annual statutory teachers' salaries, full-time teachers in upper secondary institutions, by teaching experience, Canadian dollars, Canada, 2011/2012



Note: Reflects salaries for full-time teachers in public institutions at the ISCED 3 (upper secondary) level, as reported for the 2011/2012 school year.
Source: Table D.2.1.

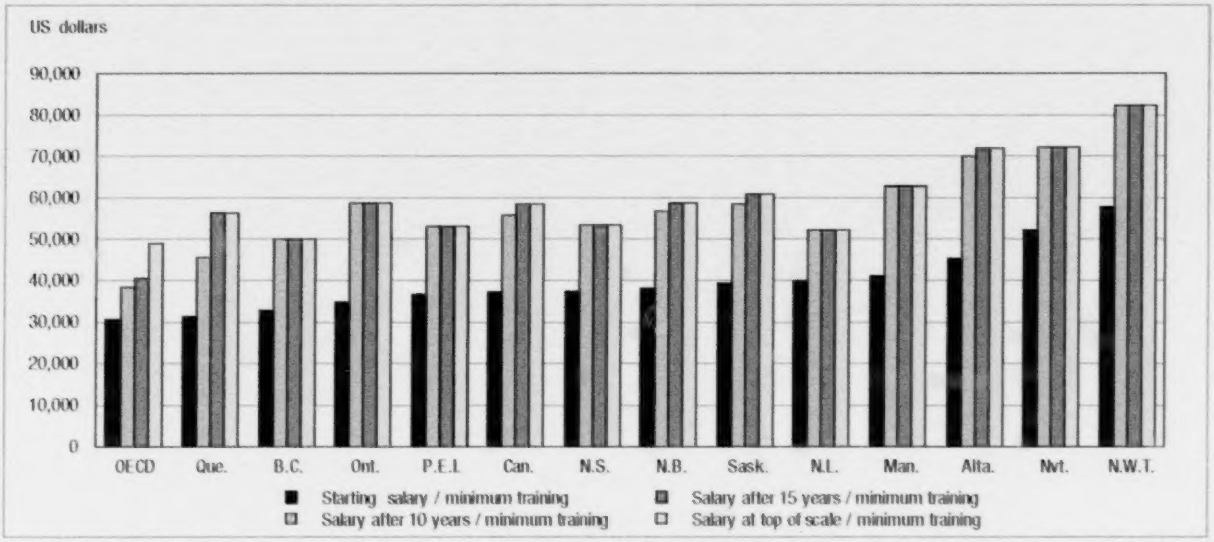
- In Canada, salaries for full-time teachers in public elementary and secondary schools were fairly consistent across levels of teaching in 2011/2012, particularly after several years of teaching experience had been acquired.
- By contrast, in many of the countries that recently reported to the Organisation for Economic Co-operation and Development (OECD), teachers' salaries tended to rise with the level of education taught.

Salaries throughout career experience

- In all jurisdictions except Quebec, teachers at all three teaching levels had reached the top, or near the top, of the pay scales after 10 years' experience, typically making around one and a half times their starting salaries.
- In Quebec, the salary for 15 years' experience/top of scale was about $13,600 more compared with that for Quebec teachers who had reached the 10-year point on the salary scale.

International comparison of salary levels

Chart D.2.2
Annual statutory teachers' salaries, full-time teachers in lower secondary institutions, by teaching experience, US dollars, Canada and OECD, 2011/2012



Note: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions at the ISCED 2 (lower secondary) level, 2011/2012 school year. Data for Yukon are not available.
Source: Table D.2.2.

- Full-time teachers in public institutions in Canada receive higher salaries overall compared with their OECD counterparts.
- In Canada, teachers in most provinces/territories reached the top of the salary range at 10 years of experience. This is, in general, sooner than their counterparts in other OECD countries whose salaries continued to increase beyond 10 and 15 years' experience.

Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2013 OECD-INES Teacher's Salaries and Working Time Survey and reflect the 2011/2012 school year. All information has been reported in accordance with formal policies for public educational institutions.

"Statutory salaries" refer to salaries according to official pay scales and schedules. In Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, Saskatchewan, Yukon and the Northwest Territories, the annual statutory salaries are based on 2011/2012 salary scales in collective agreements between each jurisdiction's teachers' unions/associations/federations and the provincial or territorial government. In some provinces, however, namely Ontario, Manitoba, Alberta and British Columbia, these pay scales are established at the school-board level and there is no province-wide bargaining.[2]

The salaries reported are gross (total sum paid by the employer); i.e., they do not include the employer's contribution to social security and pension (according to existing salary scales). It is gross salary from the employee's point of view, since it includes the part of social security contributions and pension scheme contributions that are paid by the employees (even if deducted automatically from the employee's gross salary by the employer). Salaries are "before tax" (before deductions for income taxes). Gross teachers' salaries are presented in current Canadian dollars, to be compared with the averages for Canada, which were derived from the provincial values (Table D.2.1). The average salary for Canada was calculated as a weighted average of all provinces (the Northwest Territories, Yukon[3] and Nunavut are not included). Weights used depend on the salary calculated. For teachers at the beginning of their careers (starting salaries), the number of full-time educators younger than 30 was used. For teachers with 10 years of experience, the number of full-time educators aged 35 to 44 years was used. And, for teachers with 15 years of experience, as well as those at the top of the salary scale, the number of full-time educators aged 45 or older was used. The Northwest Territories and Nunavut are excluded from the Canada average because the Elementary-Secondary Education Survey (ESES) does not report a breakdown by age for the number of full-time educators. Salaries have also been converted to US dollars (Table D.2.2) using the purchasing power parity (PPP)[4] for private consumption from the OECD National Accounts database.

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[2] In Ontario, the estimates are the midpoint of the range that is funded by the province. In Manitoba, estimates are averages across all school boards. In Alberta, the salaries shown reflect averages weighted on the student population in each school board. In British Columbia, salaries are those of the Surrey School District.

Starting salaries" capture the scheduled gross salary per year for a full-time teacher with the most common or typical level of training at the beginning of a teaching career. Salaries after 10 and 15 years of experience refer to the scheduled annual salaries of full-time classroom teachers who have the most common or typical minimum training of teachers at the beginning of their career after 10 or 15 years of experience. The starting salaries and salaries for teachers after 10 and 15 years experience reported for Ontario differ from other provinces and territories. In Ontario the reported salaries are funding levels to school boards for salaries for teachers with the minimum level of training necessary for certification. The qualifications and salary of these teachers may be less than the typical or most common minimum qualifications for starting teachers and teachers with 10 and 15 years of experience. "The salaries reported for "top of scale" refer to the scheduled maximum annual salaries for full-time classroom teachers with the most common or typical minimum training necessary to be fully qualified for the job.

Note: The corresponding OECD indicator is D3, *How much are teachers paid?*.

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[3] Data for the 2011/2012 school year were not available for Yukon.

[4] For Canada, the PPP adjustment factor for 2011/2012 is 1.282 US$/CAN$, which takes into account differences in cost of living across countries. A similar adjustment for comparisons across provinces and territories could not be done as it would require provincial/territorial figures for PPP, which have not yet been developed.

Table D.2.1
Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2011/2012

	ISCED 1 (Primary education)			
	Starting salary / minimum training	Starting salary / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training
	Canadian dollars			
Canada[2]	47,614	71,482	74,981	74,981
Newfoundland and Labrador	51,166	67,001	67,001	67,001
Prince Edward Island	47,135	68,117	68,117	68,117
Nova Scotia	48,020	68,536	68,536	68,536
New Brunswick	48,793	72,594	75,241	75,241
Quebec	40,317	58,643	72,212	72,212
Ontario[3]	44,590	75,336	75,336	75,336
Manitoba[4]	52,477	80,604	80,604	80,604
Saskatchewan[5]	50,467	74,799	78,143	78,143
Alberta[4]	58,228	89,850	92,104	92,104
British Columbia[6]	41,963	64,131	64,131	64,131
Yukon	..	..	..	..
Northwest Territories	74,088	105,460	105,460	105,460
Nunavut	66,935	92,587	92,587	92,587

	ISCED 2 (Lower secondary education)			
	Starting salary / minimum training	Starting salary / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training
	Canadian dollars			
Canada[2]	47,614	71,482	74,981	74,981
Newfoundland and Labrador	51,166	67,001	67,001	67,001
Prince Edward Island	47,135	68,117	68,117	68,117
Nova Scotia	48,020	68,536	68,536	68,536
New Brunswick	48,793	72,594	75,241	75,241
Quebec	40,317	58,643	72,212	72,212
Ontario[3]	44,590	75,336	75,336	75,336
Manitoba[4]	52,477	80,604	80,604	80,604
Saskatchewan[5]	50,467	74,799	78,143	78,143
Alberta[4]	58,228	89,850	92,104	92,104
British Columbia[6]	41,963	64,131	64,131	64,131
Yukon	..	..	..	..
Northwest Territories	74,088	105,460	105,460	105,460
Nunavut	66,935	92,587	92,587	92,587

Table D.2.1

Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2011/2012 (continued)

	ISCED 3 (Upper secondary education)			
	Starting salary / minimum training	Starting salary / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training
	Canadian dollars			
Canada[2]	47,805	71,810	75,281	75,281
Newfoundland and Labrador	51,166	67,001	67,001	67,001
Prince Edward Island	47,135	68,117	68,117	68,117
Nova Scotia	48,020	68,536	68,536	68,536
New Brunswick	48,793	72,594	75,241	75,241
Quebec	40,317	58,643	72,212	72,212
Ontario[3]	45,025	76,071	76,071	76,071
Manitoba[4]	52,477	80,604	80,604	80,604
Saskatchewan[5]	50,467	74,799	78,143	78,143
Alberta[4]	58,228	89,850	92,104	92,104
British Columbia[6]	41,963	64,131	64,131	64,131
Yukon	..	..	..	..
Northwest Territories	74,088	105,460	105,460	105,460
Nunavut	66,935	92,587	92,587	92,587

.. not available for a specific reference period

1. Annual statutory salaries are presented in current Canadian dollars without adjustments for differences in cost of living between provinces. The annual statutory salaries are based on 2011-2012 salary scales in collective agreements.

2. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/minimum training"); aged 35 to 44 (for "Salary after 10 years of experience/minimum training"); or aged 45 or older (for "Salary after 15 years of experience" and "Salary at the top of the scale"). Reflects public institutions in submitting jurisdictions, as reported in the 2011/2012 Elementary-Secondary Education Survey (ESES). Nunavut and the Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators.

3. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. They reflect the funded salary assuming a minimum level of qualifications necessary for certification, which may be less than the level of qualifications that is typical or most common for starting teachers. Teachers with a higher level of starting experience and/or qualifications may have a higher starting salary. Furthermore, the salaries reported for ISCED 1 (Primary) and ISCED 2 (Lower Secondary) include Ontario elementary teachers' salaries and those for ISCED 3 (Upper Secondary) include Ontario secondary teachers' salaries. As well, Ontario salaries are negotiated at the school board level.

4. In Manitoba and Alberta, salaries are negotiated at the school board level. In Manitoba, the salaries shown reflect averages weighted on the number of teachers in each school board. In Alberta, the salaries shown reflect averages weighted on the student population in each school board.

5. In Saskatchewan, salaries are based on Class IV of the Provincial Collective Bargaining Agreement between the boards of education, the government of Saskatchewan and the teachers of Saskatchewan.

6. In British Columbia, figures are based on the 2009 salary grid for the Surrey School District, the largest school district in the province.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), 2013 Survey on Teacher's Salaries and Working Time.

Table D.2.2
Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, US dollars, Canada, provinces and territories, 2011/2012

	ISCED 1 (Primary education)			
	Starting salary / minimum training	Starting salary / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training
	US dollars			
OECD[2]	29,411	36,846	39,024	46,909
Canada[3]	37,145	55,765	58,494	58,494
Newfoundland and Labrador	39,916	52,269	52,269	52,269
Prince Edward Island	36,771	53,140	53,140	53,140
Nova Scotia	37,462	53,467	53,467	53,467
New Brunswick	38,065	56,632	58,697	58,697
Quebec	31,452	45,749	56,334	56,334
Ontario[4]	34,786	58,771	58,771	58,771
Manitoba[5]	40,939	62,881	62,881	62,881
Saskatchewan[6]	39,370	58,352	60,961	60,961
Alberta[5]	45,425	70,094	71,852	71,852
British Columbia[7]	32,736	50,030	50,030	50,030
Yukon	..	..	..	..
Northwest Territories	57,798	82,272	82,272	82,272
Nunavut	52,218	72,229	72,229	72,229

	ISCED 2 (Lower secondary education)			
	Starting salary / minimum training	Starting salary / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training
	US dollars			
OECD[2]	30,735	38,419	40,570	48,938
Canada[3]	37,145	55,765	58,494	58,494
Newfoundland and Labrador	39,916	52,269	52,269	52,269
Prince Edward Island	36,771	53,140	53,140	53,140
Nova Scotia	37,462	53,467	53,467	53,467
New Brunswick	38,065	56,632	58,697	58,697
Quebec	31,452	45,749	56,334	56,334
Ontario[4]	34,786	58,771	58,771	58,771
Manitoba[5]	40,939	62,881	62,881	62,881
Saskatchewan[6]	39,370	58,352	60,961	60,961
Alberta[5]	45,425	70,094	71,852	71,852
British Columbia[7]	32,736	50,030	50,030	50,030
Yukon	..	..	..	..
Northwest Territories	57,798	82,272	82,272	82,272
Nunavut	52,218	72,229	72,229	72,229

Table D.2.2

Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, US dollars, Canada, provinces and territories, 2011/2012 (continued)

	ISCED 1 (Primary education)			
	Starting salary / minimum training	Starting salary / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training
	US dollars			
OECD[2]	32,255	40,686	42,861	51,658
Canada[3]	37,294	56,021	58,728	58,728
Newfoundland and Labrador	39,916	52,269	52,269	52,269
Prince Edward Island	36,771	53,140	53,140	53,140
Nova Scotia	37,462	53,467	53,467	53,467
New Brunswick	38,065	56,632	58,697	58,697
Quebec	31,452	45,749	56,334	56,334
Ontario[4]	35,125	59,345	59,345	59,345
Manitoba[5]	40,939	62,881	62,881	62,881
Saskatchewan[6]	39,370	58,352	60,961	60,961
Alberta[5]	45,425	70,094	71,852	71,852
British Columbia[7]	32,736	50,030	50,030	50,030
Yukon	..	..	..	..
Northwest Territories	57,798	82,272	82,272	82,272
Nunavut	52,218	72,229	72,229	72,229

.. not available for a specific reference period

[1] The annual statutory salaries are based on 2011-2012 salary scales in collective agreements. Salaries have been converted to US dollars using the 2011/2012 purchasing power parity (PPP) for private consumption for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database. This PPP takes into account differences in cost of living across countries but does not take into account cost of living differences across provinces and territories.

[2] These averages are from Education at a Glance 2014: OECD Indicators, Table D3.1, Teachers' statutory salaries at different points in their careers (2012), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

[3] Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/minimum training"); aged 35 to 44 (for "Salary after 10 years of experience/minimum training"); or aged 45 or older (for "Salary after 15 years of experience" and "Salary at the top of the scale"). Reflects public institutions in submitting jurisdictions, as reported in the 2011/2012 Elementary-Secondary Education Survey (ESES). Nunavut and the Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators.

[4] The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. They reflect the funded salary assuming a minimum level of qualifications necessary for certification, which may be less than the level of qualifications that is typical or most common for starting teachers. Teachers with a higher level of starting experience and/or qualifications may have a higher starting salary. Furthermore, the salaries reported for ISCED 1 (Primary) and ISCED 2 (Lower Secondary) include Ontario elementary teachers' salaries and those for ISCED 3 (Upper Secondary) include Ontario secondary teachers' salaries. As well, Ontario salaries are negotiated at the school board level.

[5] In Manitoba and Alberta, salaries are negotiated at the school board level. In Manitoba, the salaries shown reflect averages weighted on the number of teachers in each school board. In Alberta, the salaries shown reflect averages weighted on the student population in each school board.

[6] In Saskatchewan, salaries are based on Class IV of the Provincial Collective Bargaining Agreement between the boards of education, the government of Saskatchewan and the teachers of Saskatchewan.

[7] In British Columbia, figures are based on the 2009 salary grid for the Surrey School District, the largest school district in the province.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), 2013 Survey on Teacher's Salaries and Working Time.

D3 Teachers' working time

Context

This indicator focuses on the working time and teaching time of teachers in public institutions, by level of education taught, in the 2011/2012 school year. Although working time and teaching time only partly determine teachers' workloads, they provide valuable insight into the different demands that provinces and territories place on their teachers. Together with teachers' salaries (see Indicator D2), this indicator describes some key aspects of teachers' working conditions. Data are presented for Canada, and for the provinces and territories.[1]

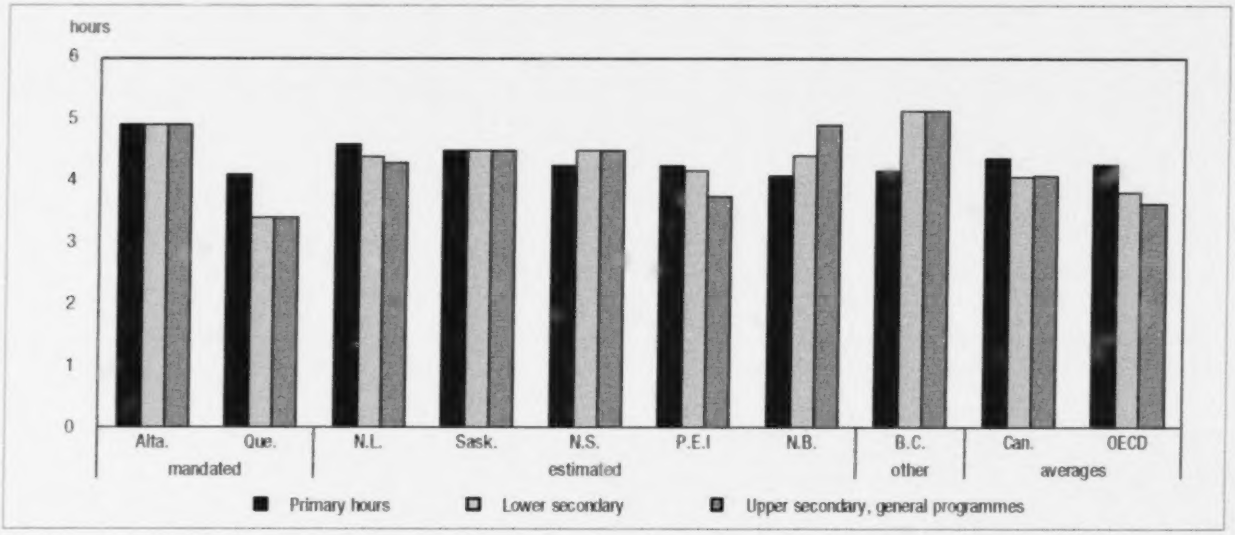
Similar to instruction time for students (see Indicator D1) and teachers' salaries (see Indicator D2), the amount of time teachers spend teaching has an impact on education budgets. Moreover, teaching hours and the extent of non-teaching duties are major components of the working conditions and may have a direct bearing on the attractiveness of teaching as an occupation.

Of course, teachers also spend part of their working time on activities other than teaching, such as lesson preparation, marking, in-service training and staff meetings.

Observations

Teaching time in primary education

Chart D.3.1
Hours of teaching time per day, by educational level taught, 2011/2012



Notes: Data are not available for Ontario, Manitoba, the Northwest Territories, Yukon and Nunavut. Data are derived from Table D.3.1 and are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" categories.
Within each category, data were ranked in descending order of teaching time in the primary level.
Source: Table D.3.1.

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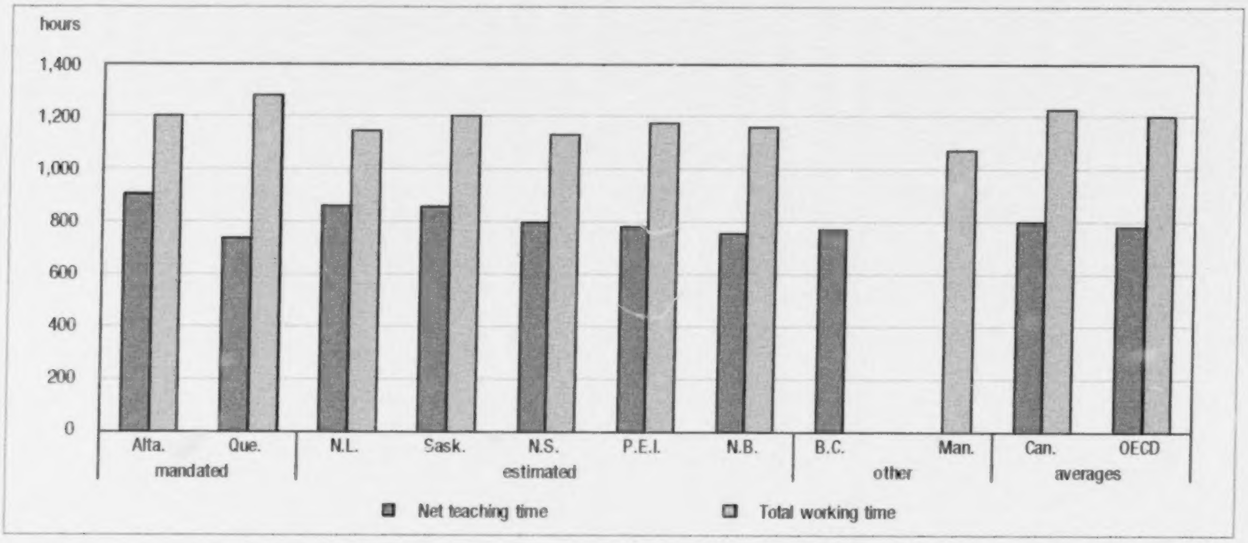
[1] Data for the 2011/2012 school year were not available for Yukon.

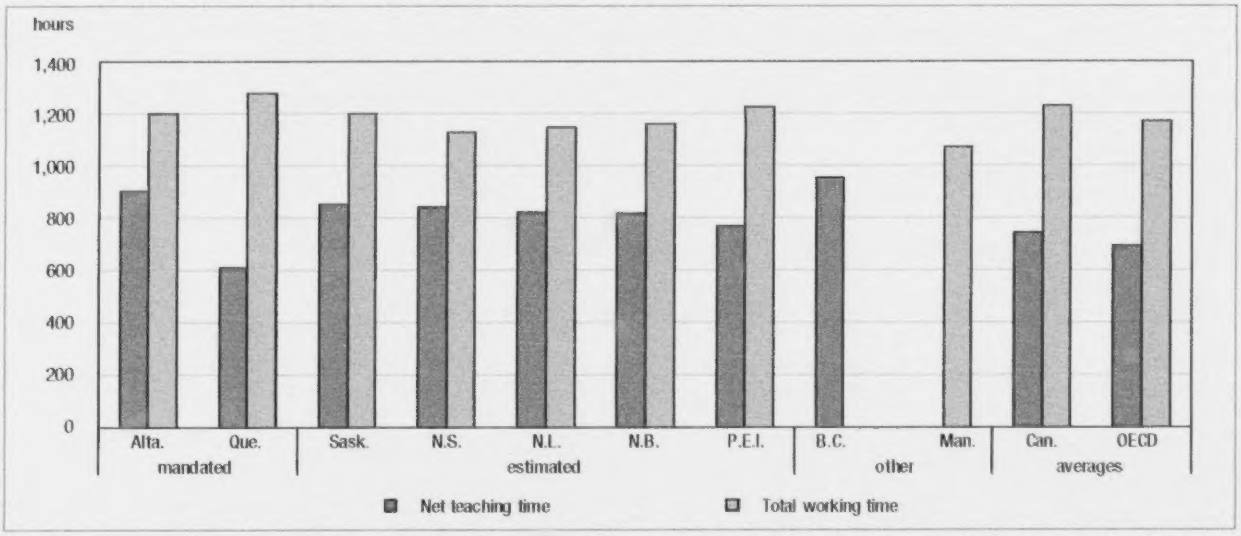
- For Canada in 2011/2012, the overall number of teaching hours per day was 4.4 hours for primary education, and slightly less (4.1 hours) for lower secondary and upper secondary education.
- Teaching hours per day in Canada were slightly higher than the OECD averages of 4.3 hours for primary education, 3.8 hours for lower secondary and 3.6 hours for upper secondary education.

Chart D.3.2.1
Annual net teaching time and total working time, primary level, 2011/2012



Notes: Data are not available for Ontario, Northwest Territories, Yukon and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia. Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
Within each category, data were ranked in descending order of teaching time.
Source: Table D.3.1.

Chart D.3.2.2
Annual net teaching time and total working time, lower secondary level, 2011/2012



Note: Data are not available for Ontario, Northwest Territories, Yukon and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia. Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" groups. Within each category, data were ranked in descending order of teaching time.
Source: Table D.3.1.

- In Canada, primary school teachers taught an average of 799 hours in 2011/2012 compared with the OECD average of 782 hours. Lower secondary school teachers taught an average of 744 hours in 2011/2012, compared with 694 hours for all OECD reporting countries.

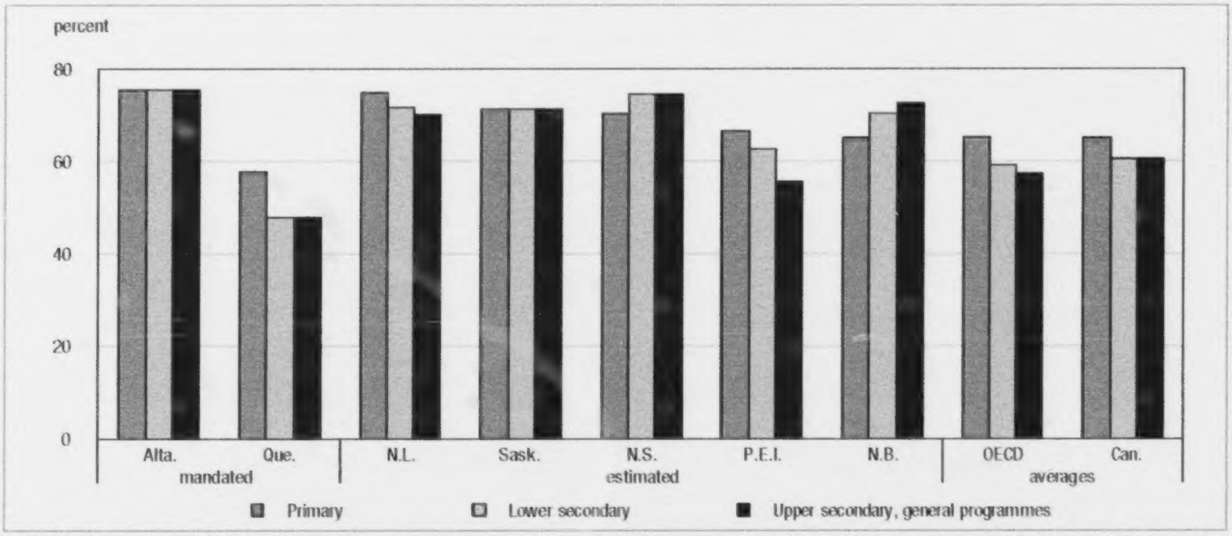
- At the primary level, annual net teaching time varied from 738 hours in Quebec to 905 hours in Alberta. Total working time varied from 1,073 hours in Manitoba to 1,280 hours in Quebec.

- At the lower secondary level, British Columbia reported the most time teaching at 953 hours; the lowest amount (612 hours) was reported in Quebec.

- Total working time among lower secondary teachers in the provinces and territories was lowest in Manitoba (1,073 hours) and highest in Quebec (1,280 hours).

Proportion of total working time spent teaching

Chart D.3.3
Net teaching time as a percentage of total working time, 2011/2012



Notes: Data are not available for Ontario, Manitoba, British Columbia, the Northwest Territories, Yukon and Nunavut. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
Within each category, data were ranked in descending order of the ratio of teaching time to workng time in the primary level.
Source: Table D.3.1.

- In Canada in 2011/2012, the proportion of net teaching time to total working time was close to the OECD average for both primary and secondary education.
- Time spent teaching as a proportion of total working time varied widely from one province or territory to another. In 2011/2012, at the lower and upper secondary levels, the proportion of working time spent teaching ranged from 48% in Quebec to 75% in Alberta and Nova Scotia.

Definitions, sources and methodology

The data are from the OECD-INES 2013 Survey on Teacher's Salaries and Working Time and refer to the 2011/2012 school year.

All jurisdictions reported instruction time in weeks and days. The "number of weeks of instruction" and the "number of days of instruction" exclude the days per school-year the school is closed for holidays (public holidays and seasonal school holidays).

Only Quebec and Alberta reported statutory working time. For those two reporting jurisdictions, the figures for net teaching and working time required at school are set in provincial/territorial regulation or collective agreement with the provincial/territorial teachers' union/association/federation. The remaining jurisdictions reported estimated teaching and working time of teachers based on the mandated instruction time set in regulation, legislation or collective agreement in each jurisdiction.

"Net teaching time" refers to the number of hours per day or hours per year that a full-time teacher teaches a group or class of students, as determined by policy. Net teaching time in hours per year is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). At the primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during those breaks. Apart from Quebec and Alberta, net teaching time was estimated by subtracting from mandated instruction time (as defined in Indicator D1), time allowed for teachers during the school day for marking and preparation as well as recess, if the latter was included in instruction time and if supervision of children was not mandatory.

"Working time required at school" represents the normal working hours of a full-time teacher. Working time may include the time spent specifically on teaching and the time devoted to teaching-related activities required at school, such as lesson preparation, counselling students, correcting homework and tests, professional development, meetings with parents, staff meetings and general school duties. Working time does not include paid overtime. In jurisdictions for which working time is not mandated, working time was estimated by adding supervision time, time for meetings and time for professional development to mandated instruction time.

"Total statutory working time" is the time that teachers are required to spend at work, including teaching and non-teaching time, as specified in regulation or collective agreements.

For all variables, the Canada level average is weighted by the number of full-time educators, for all levels of education combined,[2] for all jurisdictions who submitted figures for both teaching time and working time.

Note: The corresponding OECD indicator is D4, *How much time do teachers spend teaching?*.

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[2] The data were taken from the Elementary-Secondary Education Survey (ESES). The number of full-time educators for all levels combined was used because the ESES does not provide a breakdown of the number of teachers per ISCED level.

Table D.3.1
Organization of teachers' working time, by educational level taught, Canada, provinces and territories, 2011/2012

	Number of weeks of instruction[1]			Number of days of instruction[1]			Net teaching time[2]		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	weeks			days			hours		
OECD average[5]	38	38	37	183	182	180	782	694	655
Canada[6]	37	37	37	183	183	183	799	744	747
Mandated teaching and working time									
Quebec	36	36	36	180	180	180	738	612	612
Alberta[7]	37	37	37	184	184	184	905	905	905
Estimated teaching and working time[8]									
Newfoundland and Labrador	37	37	37	187	187	187	860	823	804
Prince Edward Island	37	37	37	184	184	184	782	767	690
Nova Scotia	37	37	37	187	187	187	795	842	842
New Brunswick	37	37	37	185	185	185	755	817	910
Saskatchewan	38	38	38	190	190	190	855	855	855
Yukon	..	..	..	..	..	..	..	..	..
Other[9]									
Ontario	38	38	38	188	188	188	...	...	...
Manitoba	37	37	37	185	185	185	...	...	...
British Columbia	37	37	37	185	185	185	771	953	953
Northwest Territories	38	38	38	188	188	188	...	...	...
Nunavut	36	36	36	182	182	182	...	...	...

	Working time required at school[3]			Total statutory working time		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	hours					
OECD average[5]	1,200	1,173	1,142	1,649	1,649	1,643
Canada[6]	1,228	1,229	1,234	...	...	...
Mandated teaching and working time						
Quebec	1,280	1,280	1,280	1,280	1,280	1,280
Alberta[7]	1,200	1,200	1,200	1,200	1,200	1,200
Estimated teaching and working time[8]						
Newfoundland and Labrador	1,147	1,147	1,147	...	...	...
Prince Edward Island	1,176	1,225	1,241	...	...	...
Nova Scotia	1,130	1,130	1,130	...	...	...
New Brunswick	1,160	1,160	1,253	...	...	...
Saskatchewan	1,200	1,200	1,200	...	...	...
Yukon	..	..	..	..	..	..

Table D.3.1
Organization of teachers' working time, by educational level taught, Canada, provinces and territories, 2011/2012 (continued)

	Working time required at school[3]			Total statutory working time		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	hours					
Other[9]						
Ontario	...	...	...	...	...	...
Manitoba	1,073	1,073	1,073	...	...	...
British Columbia	...	...	...	...	...	...
Northwest Territories	...	...	...	...	...	...
Nunavut	...	...	...	...	...	...

.. not available for a specific reference period

... not applicable

1. The number of weeks and days of instruction is mandated in all reporting jurisdictions; that is, it is established by collective agreement or provincial or territorial regulation/law.

2. "Net teaching time" refers to the number of hours per year that a full-time teacher teaches.

3. "Working time required at school" refers to the number of hours that a full-time teacher is expected to work, excluding overtime, non-specified preparation time, and days that the school is closed for holidays (both public holidays and seasonal school holidays/vacations).

4. General programmes cover education that was not designed explicitly to prepare participants for a specific class of occupations or trades, or for entry into further vocational or technical education programmes.

5. These averages are from *Education at a Glance 2014: OECD Indicators*, Table D4.1, Organisation of teachers' working time (2012), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

6. Canada figures are weighted averages based on the number of full-time educators, and reflect public institutions in submitting jurisdictions, as reported in the 2011/2012 Elementary-Secondary Education Survey (ESES). Data for Ontario, Manitoba, British Columbia, the Northwest Territories, Nunavut and Yukon are excluded from the Canada average. Due to early cut-off dates for submission of data to the OECD, the figures for Canada presented in this table are not the same as those published in the OECD'S *Education at a Glance 2014: OECD Indicators*. The figures presented in this table represent the most recent available.

7. Alberta's net teaching time (hours per day and hours per year) and "working time required at school" reflect the maximum time a full-time teacher can be assigned to teach or to work and may not necessarily be the actual hours a teacher is assigned.

8. Jurisdictions in this subgroup, in which net teaching time and total working time are not mandated in collective agreement or regulation, estimated teaching time based on mandatory instruction time figures as follows: mandatory instruction time (see Indicator D1) minus marking and preparation time equals "net teaching time"; mandatory instruction time plus supervision and meeting time plus time for professional development equals "working time required at school".

9. "Other" jurisdictions could not report all categories and so are not included in the Canada average, which is consistent with Canada's reporting to the OECD. In Manitoba, and British Columbia, teaching time and/or working time are estimated consistently with estimation methods of those who reported both (see note 8).

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), 2013 Survey on Teacher's Salaries and Working Time.

Chapter E

Skills proficiencies of adults

E1 Insights from the Programme for the International Assessment of Adult Competencies (PIAAC)

Context

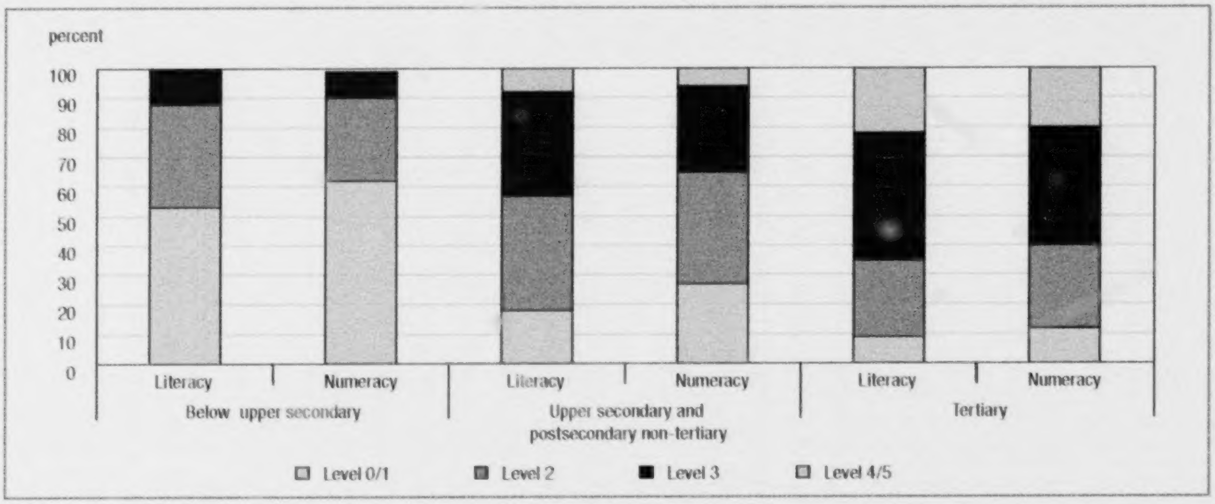
This indicator is based on data from the Program for the International Assessment of Adult Competencies (PIAAC), a household study conducted under the auspices of the Organisation for Economic Co-operation and Development (OECD). In Education at a Glance 2014: OECD Indicators and other OECD publications, PIAAC is referred to as the "Survey of Adult Skills".

PIAAC's aim was to assess key cognitive and workplace skills needed for successful participation in 21st-century society and the global economy. The study measured cognitive skills in the areas of literacy, numeracy, and problem- solving in technology rich environments. It also included an extensive background questionnaire that provides information about a number of other skills and personal traits that are important for success.

Observations

Literacy, numeracy and educational attainment

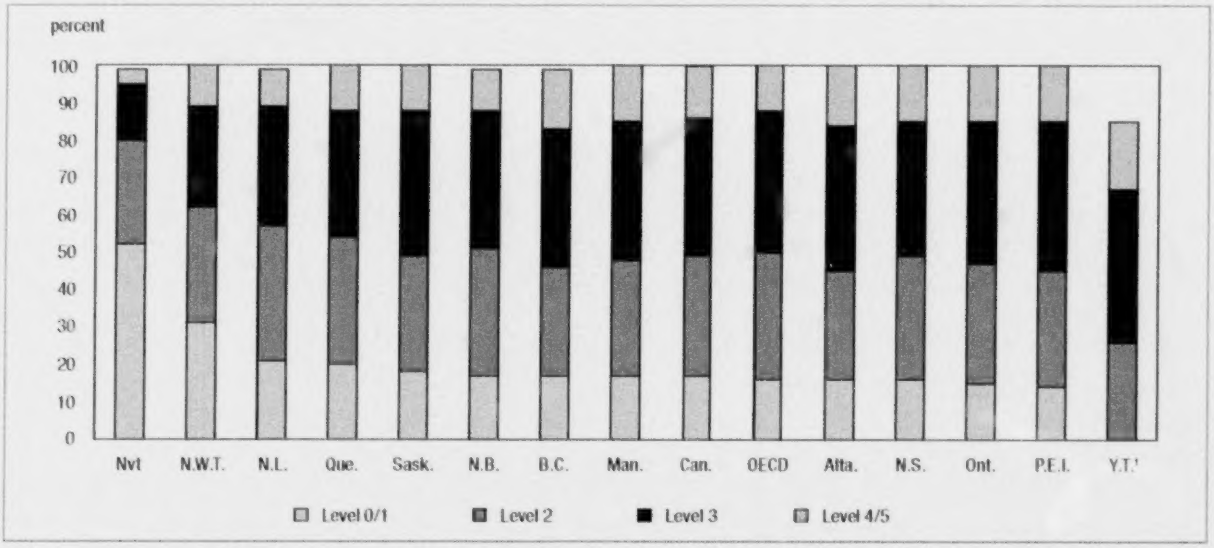
Chart E.1.1
Comparative distributions of literacy and numeracy proficiency levels of 25- to 64-year-olds, by highest level of educational attainment, 2012



Note: Data are not available for the category "Below upper secondary" for level 4/5 as they are too unreliable to be published.
Sources: Tables E.1.1.1 and E.1.1.2.

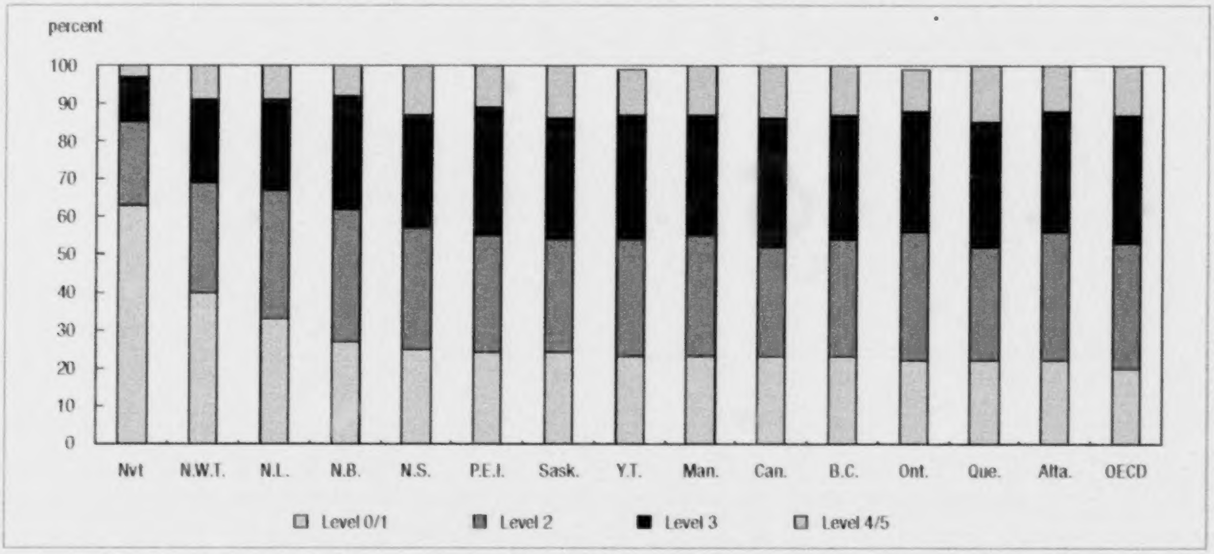
- **Canadians with higher levels of educational attainment performed better than their less educated counterparts in literacy and numeracy. Among those who had not received a high school diploma, almost none performed at the highest level of these competencies.**

Chart E.1.1.1
Literacy proficiency levels of 25- to 64-year-olds, 2012



1. Data not available for Yukon level 0/1 as they are too unreliable to be published.
Note: Jurisdictions are ranked in descending order of the percentage of 25- to 64-year-olds performing at level 0/1.
Source: Table E.1.1.1.

Chart E.1.1.2
Numeracy proficiency levels of 25- to 64-year-olds, 2012

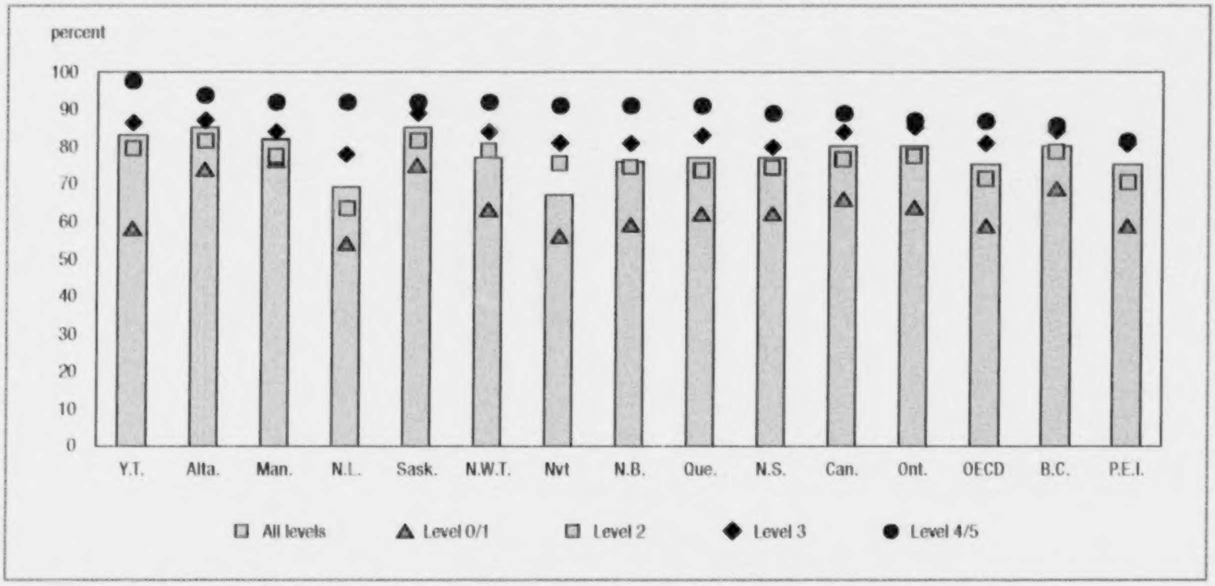


Note: Jurisdictions are ranked in descending order of the percentage of 25- to 64- year-olds performing at level 0/1.
Source: Table E.1.1.2.

- The proportions of Canadians performing at each literacy level were similar to the OECD averages. For numeracy, the distribution for Canada was similar to that for the OECD overall, although Canada had a slightly higher proportion of adults at the lowest numeracy level.
- In Canada and most of the provinces and territories the percentage of those who performed at Levels 4 or 5 in literacy is at or above the OECD average. In numeracy, the percentage of Canadians performing at Levels 4 or 5 is at or above the OECD average in roughly half of the jurisdictions and in Canada overall.

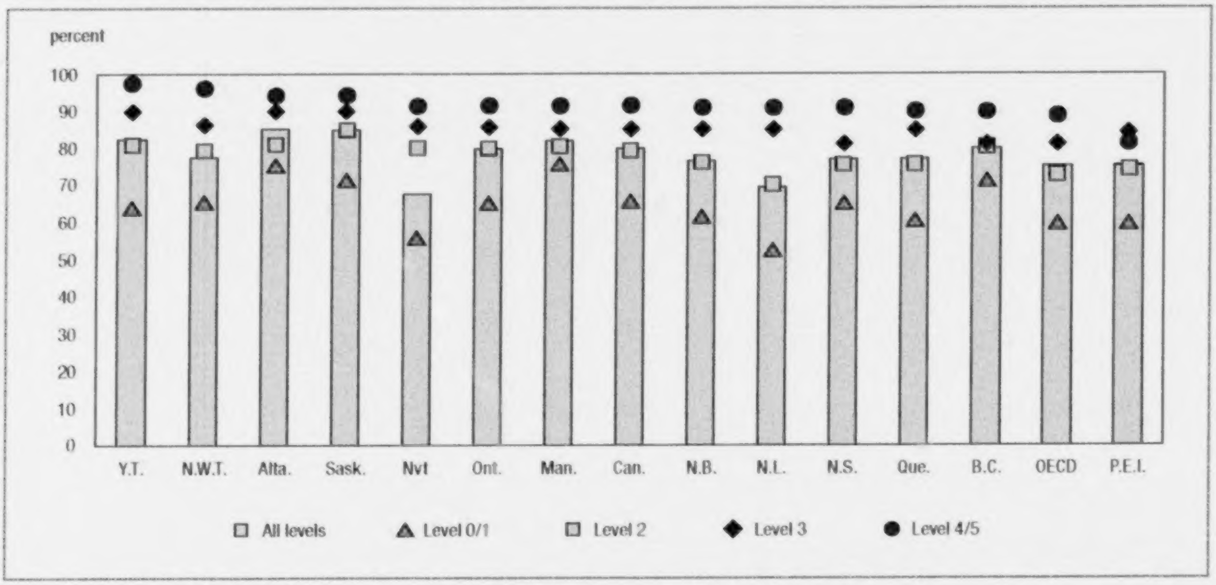
Employment, literacy and numeracy

Chart E.1.3.1
Percentage of 25- to 64-year-olds who were employed, by literacy proficiency level, 2012



Note: Jurisdictions are ranked in descending order of the percentage of 25- to 64-year-olds performing at level 4/5 who were employed.
Source: Table E.1.3.1.

Chart E.1.3.2
Percentage of 25- to 64-year-olds who were employed, by numeracy proficiency level, 2012



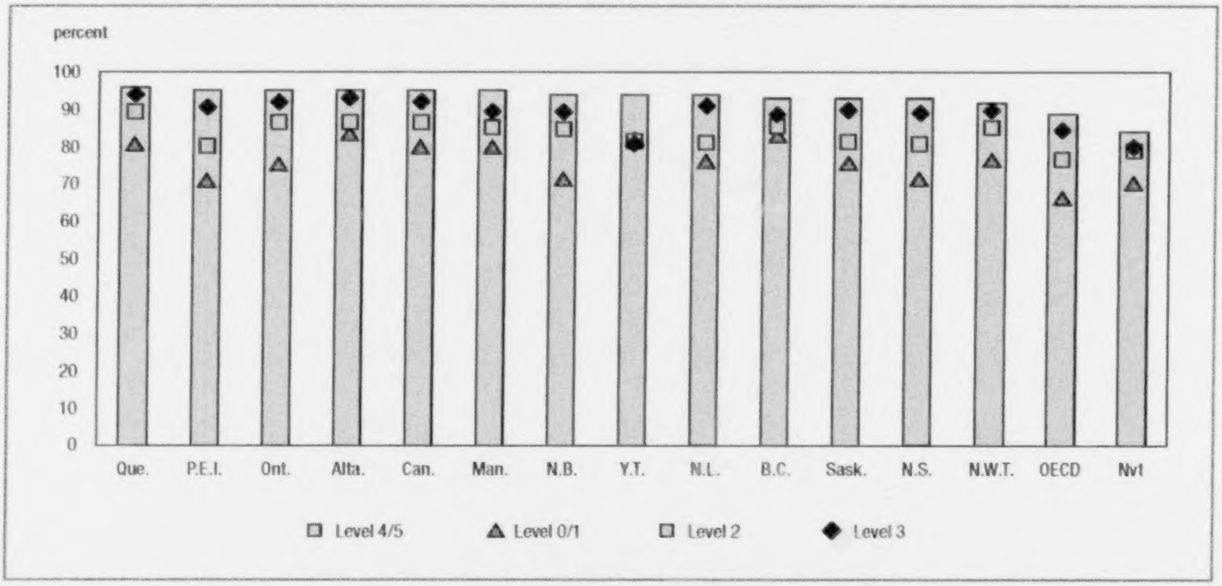
Note: Jurisdictions are ranked in descending order of the percentage of 25- to 64-year-olds performing at level 4/5 who were employed.
Source: Table E.1.3.2.

- In Canada and across jurisdictions, those who had higher proficiency levels in literacy and numeracy were more likely to be employed.
- While this pattern held for all jurisdictions, there was less variability in employment outcomes by level of literacy and numeracy in the western provinces where employment rates for those at the lowest level of literacy and numeracy were high relative to their counterparts in other provinces.

Social outcomes

- The proportions of Canadians who reported positive social outcomes were higher among those with literacy level 4/5: 95% of those performing at Levels 4 or 5 reported having good health, 36% said they had trust in others, 35% reported volunteering at least once a month, and 49% thought they had an influence on government (Table E.1.4.1).

Chart E.1.4.1
Percentage of 25- to 64-year-olds reporting good health, by literacy proficiency level, 2012

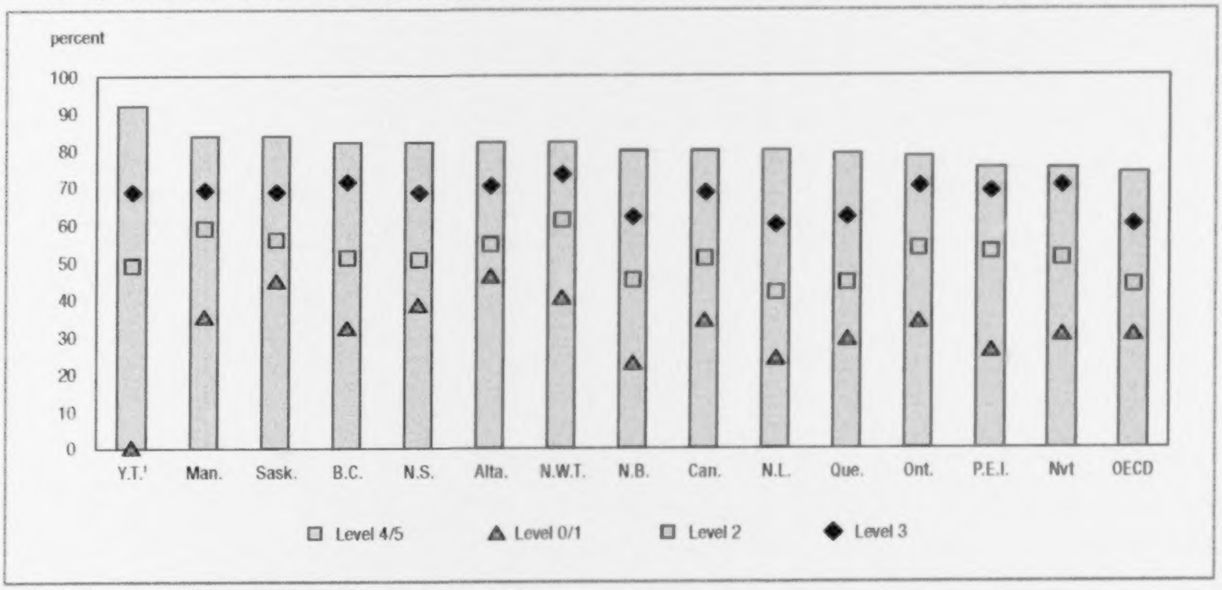


Note: Jurisdictions are ranked in descending order of 25- to 64-year-olds performing at level 4/5 and reporting good health.
Source: Table E.1.4.1.

- In the majority of provinces and territories, the percentages of adults reporting the positive social outcome of good health were highest for those who performed at the highest levels of literacy (4 or 5). At each level of literacy proficiency, the figures for Canada were above those reported by the OECD.

Formal and non-formal learning

Chart E.1.5.1
Percentage of 25- to 64-year-olds who participated in formal and/or non-formal education, by literacy proficiency level, 2012



1. Data are not available for Yukon at level 0/1 as they are too unreliable to be published.
Note: Jurisdictions are ranked in descending order of the percentage of 25- to 64-year-olds performing at level 4/5 who participated in formal and/or non-formal education.
Source: Table E.1.5.1.

- Canadian adults with higher levels of literacy proficiency had higher rates of participation in formal and non-formal learning activities.
- In all of the provinces and territories and at the Canada level, the rates of participation in formal and non-formal learning activities among those who performed at Levels 3, 4 and 5 were higher compared with the OECD averages.

Definitions, sources and methodology

Programme for the International Assessment of Adult Competencies (PIAAC)

In Canada, PIAAC was conducted by Statistics Canada and made possible by the joint effort of the ministers of education of the provinces and territories, through the Council of Ministers of Education (Canada), and the Government of Canada, led by Employment and Skills Development Canada. The data collection took place from November 2011 to June 2012. The sample size for Canada was exceptionally large, at 27,285 individuals. This size was necessary to permit statistically reliable results at the provincial and territorial levels, as well as for certain populations within these jurisdictions.

For this report, tables based on PIAAC data have been organized into a single indicator, E1. The tables and charts represent a selection of results from PIAAC that are included in *Education at a Glance 2014: OECD Indicators*. Not all *EAG* tables have been reproduced, and some have been modified due to the prevalence of low-quality estimates at the provincial/territorial level.

For definitions and background information about PIAAC in Canada, please refer to *Skills in Canada: First Results from the Program for the International Assessment of Adult Competencies (PIAAC)*< or visit the PIAAC Web site @ www.piaac.ca.

This indicator measures proficiency of the adult population aged 25 to 64 in both literacy and numeracy against a series of factors: educational attainment, age, and gender; employment status and gender; self-reported social indicators (health, trust in others, volunteering, and political efficacy); and participation in formal and/or non-formal education and gender.

Proficiency

Proficiency is measured on a continuous scale that is divided into five levels (with an additional category, "below Level 1"), defined by a particular score-point range, where each level corresponds to a description of what adults with particular scores can do in concrete terms.

When possible, the OECD average is included. For this indicator, the OECD averages were derived from the results of 22 OECD member countries: Australia, Austria, Belgium (Flanders), Canada, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Norway, Poland, the Slovak Republic, Spain, Sweden, the United Kingdom (England and Northern Ireland), and the United States.

Educational attainment

Educational attainment is categorized by completion of educational programs defined by International Standard Classification of Education (ISCED) levels, which are grouped as follows:

- below upper secondary corresponds to ISCED levels 0, 1, 2, and 3C short programmes;
- upper secondary or postsecondary non-tertiary corresponds to ISCED level 3C long programmes, and levels 3B, 3A, and 4;
- tertiary education corresponds to ISCED levels 5B, 5A, and 6.

An individual who has not successfully completed a programme is assigned the preceding education level.

Employment status

Employment status is defined by classifying individuals as employed, unemployed, or inactive.

- Employed individuals are those who, during the survey reference week, work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).
- Unemployed individuals are those who, during the survey reference week, are without work (i.e., neither had a job nor were at work for one hour or more in paid employment or self-employment), are actively seeking employment (i.e., had taken specific steps during the four weeks prior to the reference week to seek paid employment or self-employment), and are currently available to start work (i.e., are available for paid employment or self-employment before the end of the two weeks following the reference week).
- Inactive individuals are those who, during the survey reference week, are neither employed nor unemployed (i.e., not looking for a job). The number of inactive individuals is calculated by subtracting the number of active people (labour force) from the number of all working-age people.

The population identified by employment status is further divided into male and female.

Self-reported indicators

Self-reported social indicators comprise four categories:

- Health, which is measured by a respondent reporting that they are in excellent, very good, or good health
- Volunteering, which is measured by the engagement in a volunteer activity at least once a month
- Interpersonal trust, which is measured by strongly disagreeing or disagreeing that there are few people you can trust completely
- Political efficacy, which is a feeling that one has a say in government, as measured by strongly agreeing or agreeing with the statement: “People like me don’t have any say about what the government does.”

Participation

Participation in formal and/or non-formal education is measured by an individual's engagement with educational activity that falls into one of two categories:

- Formal education, which consists of institutionalised and planned education provided in schools, colleges, universities and other formal educational institutions, and which normally constitutes a continuous "ladder" of full-time education for children and young people. The providers may be public or private.
- Non-formal education, which consists of institutionalised and sustained educational activity that does not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover education programmes in adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. PIAAC uses a list of possible non-formal education activities to prompt respondents to list all of their learning activities during the previous 12 months. These include open or distant-learning courses, private lessons, organised sessions for on-the-job training, and workshops or seminars. Some of these activities might be of short duration.

The population identified by participation in formal and/or non-formal education is further divided into male and female.

Table E.1.1.1

Comparative distributions of literacy proficiency levels of 25- to 64-year-olds, by highest level of educational attainment, Canada, provinces and territories, 2012

	Below upper secondary		Upper secondary and postsecondary non-tertiary		Tertiary		All levels of education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average								
Level 0/1	39	(0.5)	15	(0.2)	5	(0.2)	16	(0.2)
Level 2	41	(0.6)	40	(0.3)	22	(0.3)	34	(0.2)
Level 3	19	(0.4)	38	(0.3)	49	(0.4)	38	(0.2)
Level 4/5	2	(0.2)	7	(0.2)	24	(0.3)	12	(0.1)
Total	100	...	100	...	100	...	100	...
Canada								
Level 0/1	53	(2.4)	18	(0.9)	9	(0.5)	17	(0.5)
Level 2	35	(2.4)	39	(1.1)	26	(0.7)	32	(0.7)
Level 3	12	(1.3)	35	(1.1)	43	(1.0)	37	(0.7)
Level 4/5	F	...	8	(0.8)	22	(0.9)	14	(0.6)
Total	100	...	100	...	100	...	100	...
Newfoundland and Labrador								
Level 0/1	54	(4.7)	20	(2.2)	6^E	(1.2)	21	(1.5)
Level 2	37	(4.2)	45	(3.1)	27	(2.4)	36	(1.8)
Level 3	x	x	31	(2.4)	46	(3.2)	32	(1.6)
Level 4/5	x	x	4^E	(1.2)	21	(2.8)	10	(1.1)
Total	100	...	100	...	100	...	99	...
Prince Edward Island								
Level 0/1	57	(7.3)	13^E	(3.6)	F	...	14	(2.2)
Level 2	32^E	(7.1)	38	(3.7)	24	(3.1)	31	(2.1)
Level 3	x	x	39	(3.4)	48	(3.4)	40	(2.1)
Level 4/5	x	x	F	...	24	(3.6)	15	(2.4)
Total	89	...	90	...	96	...	100	...
Nova Scotia								
Level 0/1	48	(5.4)	17	(2.2)	6^E	(1.2)	16	(1.3)
Level 2	39	(5.4)	41	(3.4)	24	(2.3)	33	(1.8)
Level 3	x	x	34	(2.8)	45	(3.3)	36	(1.9)
Level 4/5	x	x	8^E	(2.0)	26	(2.6)	15	(1.6)
Total	87	...	100	...	101	...	100	...
New Brunswick								
Level 0/1	62	(4.4)	15	(2.0)	4^E	(1.2)	17	(1.4)
Level 2	30	(4.3)	44	(2.6)	24	(2.2)	34	(1.7)
Level 3	x	x	36	(2.6)	50	(3.2)	37	(1.6)
Level 4/5	x	x	6^E	(1.2)	21	(2.6)	11	(1.2)
Total	99	...	101	...	99	...	99	...
Quebec								
Level 0/1	56	(2.7)	21	(1.3)	9	(0.8)	20	(0.8)
Level 2	36	(2.5)	41	(1.9)	28	(1.1)	34	(0.9)
Level 3	x	x	32	(1.5)	44	(1.3)	34	(0.8)
Level 4/5	x	x	6	(0.9)	19	(1.1)	12	(0.6)
Total	100	...	100	...	100	...	100	...

Table E.1.1.1
Comparative distributions of literacy proficiency levels of 25- to 64-year-olds, by highest level of educational attainment, Canada, provinces and territories, 2012 (continued)

	Below upper secondary		Upper secondary and postsecondary non-tertiary		Tertiary		All levels of education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Ontario								
Level 0/1	51	(4.7)	18	(1.6)	9	(0.9)	15	(0.9)
Level 2	35	(5.0)	39	(2.4)	27	(1.5)	32	(1.5)
Level 3	x	x	36	(2.2)	42	(1.6)	38	(1.4)
Level 4/5	x	x	7^{E}	(1.3)	23	(1.4)	15	(1.0)
Total	99	...	100	...	101	...	100	...
Manitoba								
Level 0/1	51	(5.5)	16	(2.5)	7^{E}	(1.7)	17	(1.5)
Level 2	35^{E}	(5.8)	37	(3.9)	23	(2.8)	31	(2.0)
Level 3	x	x	38	(4.0)	45	(4.0)	37	(2.2)
Level 4/5	x	x	8^{E}	(1.9)	25	(3.8)	15	(1.9)
Total	99	...	99	...	100	...	100	...
Saskatchewan								
Level 0/1	52	(6.6)	17	(2.6)	7^{E}	(1.7)	18	(1.8)
Level 2	37^{E}	(6.7)	39	(4.0)	20^{E}	(3.4)	31	(2.5)
Level 3	x	x	38	(3.3)	50	(3.4)	39	(2.3)
Level 4/5	x	x	6^{E}	(1.8)	23	(3.0)	12	(1.7)
Total	89	...	100	...	...	...	100	...
Alberta								
Level 0/1	47	(6.9)	16^{E}	(3.0)	9^{E}	(1.6)	16	(1.5)
Level 2	34^{E}	(6.5)	36	(3.7)	23	(2.4)	29	(2.1)
Level 3	x	x	40	(4.1)	44	(3.3)	39	(2.5)
Level 4/5	x	x	8^{E}	(1.8)	24	(2.8)	16	(1.5)
Total	99	...	100	...	100	...	100	...
British Columbia								
Level 0/1	54	(8.6)	18	(2.6)	11	(1.6)	17	(1.5)
Level 2	34^{E}	(8.7)	33	(3.3)	25	(2.4)	29	(2.0)
Level 3	x	x	36	(3.2)	42	(3.2)	37	(2.0)
Level 4/5	x	x	13^{E}	(2.6)	22	(2.8)	16	(1.7)
Total	88	...	100	...	100	...	99	...
Yukon								
Level 0/1	52^{E}	(16.5)	F	...	F	...	F	...
Level 2	x	x	35^{E}	(10.4)	F	...	26^{E}	(6.5)
Level 3	F	...	39^{E}	(10.6)	50^{E}	(9.3)	41^{E}	(7.6)
Level 4/5	x	x	F	...	30^{E}	(8.8)	18^{E}	(5.0)
Total	52	...	74	...	80	...	85	...

Table E.1.1.1

Comparative distributions of literacy proficiency levels of 25- to 64-year-olds, by highest level of educational attainment, Canada, provinces and territories, 2012 (continued)

	Below upper secondary		Upper secondary and postsecondary non-tertiary		Tertiary		All levels of education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Northwest Territories								
Level 0/1	68	(6.7)	30^{E}	(6.7)	10^{E}	(3.2)	31	(4.5)
Level 2	24^{E}	(5.6)	39	(4.3)	29	(3.8)	31	(2.6)
Level 3	x	x	25^{E}	(5.2)	39	(3.7)	27	(2.8)
Level 4/5	x	x	F	...	22^{E}	(3.9)	11^{E}	(2.0)
Total	92	...	94	...	100	...	100	...
Nunavut								
Level 0/1	80	(4.0)	37^{E}	(6.9)	16^{E}	(3.5)	52	(3.1)
Level 2	18^{E}	(3.3)	44	(6.6)	31	(4.9)	28	(2.3)
Level 3	x	x	x	x	39	(5.6)	15	(2.0)
Level 4/5	x	x	x	x	14^{E}	(3.3)	4^{E}	(1.0)
Total	98	...	97	...	100	...	99	...

... not applicable

x suppressed to meet the confidentiality requirements of the Statistics Act

^{E} use with caution

F too unreliable to be published

Note: Due to rounding, totals may not match the sum of the individual values.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A1.6a (L).

Table E.1.1.2

Comparative distributions of numeracy proficiency levels of 25- to 64-year-olds, by highest level of educational attainment, Canada, provinces and territories, 2012

	Below upper secondary		Upper secondary and postsecondary non-tertiary		Tertiary		All levels of education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average								
Level 0/1	46	(0.5)	18	(0.2)	6	(0.2)	20	(0.2)
Level 2	37	(0.6)	39	(0.3)	23	(0.3)	33	(0.2)
Level 3	16	(0.4)	35	(0.3)	45	(0.4)	34	(0.2)
Level 4/5	2	(0.2)	8	(0.2)	26	(0.3)	13	(0.1)
Total	100	...	100	...	100	...	100	...
Canada								
Level 0/1	62	(2.3)	27	(1.2)	12	(0.6)	23	(0.6)
Level 2	28	(2.3)	38	(1.3)	28	(0.9)	32	(0.7)
Level 3	9	(1.3)	29	(1.2)	40	(1.2)	32	(0.8)
Level 4/5	F	...	6	(0.6)	20	(0.9)	13	(0.5)
Total	99	...	100	...	100	...	100	...
Newfoundland and Labrador								
Level 0/1	72	(4.4)	35	(2.2)	11	(1.6)	33	(1.6)
Level 2	24^{E}	(4.2)	42	(2.8)	30	(2.8)	34	(1.7)
Level 3	x	x	19	(2.3)	41	(2.6)	24	(1.5)
Level 4/5	x	x	F	...	19	(2.6)	9	(1.1)
Total	96	...	96	...	101	...	100	...

Table E.1.1.2

Comparative distributions of numeracy proficiency levels of 25- to 64-year-olds, by highest level of educational attainment, Canada, provinces and territories, 2012 (continued)

	Below upper secondary		Upper secondary and postsecondary non-tertiary		Tertiary		All levels of education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Prince Edward Island								
Level 0/1	67	(5.8)	24^{E}	(4.1)	8^{E}	(2.1)	22	(2.6)
Level 2	26^{E}	(5.2)	4[illegible]	(4.4)	28	(3.6)	34	(2.7)
Level 3	x	x	27	(3.5)	44	(3.4)	32	(2.4)
Level 4/5	x	x	F	...	20	(3.1)	12	(1.9)
Total	93	...	94	...	100	...	100	...
Nova Scotia								
Level 0/1	66	(4.7)	28	(2.8)	10^{E}	(1.7)	25	(1.7)
Level 2	25^{E}	(4.5)	41	(3.1)	27	(2.5)	32	(1.9)
Level 3	x	x	25	(2.5)	40	(2.8)	30	(1.7)
Level 4/5	x	x	6^{E}	(1.3)	23	(2.4)	13	(1.3)
Total	91	...	100	...	100	...	100	...
New Brunswick								
Level 0/1	75	(3.6)	26	(2.5)	8^{E}	(1.6)	27	(1.4)
Level 2	20^{E}	(3.7)	44	(2.4)	29	(2.7)	35	(1.7)
Level 3	x	x	25	(2.3)	46	(3.4)	30	(1.6)
Level 4/5	x	x	F	...	17	(2.4)	8	(1.2)
Total	95	...	95	...	100	...	100	...
Quebec								
Level 0/1	63	(3.1)	25	(1.3)	10	(0.7)	22	(0.7)
Level 2	31	(2.9)	41	(1.6)	31	(1.1)	34	(1.0)
Level 3	x	x	29	(1.4)	41	(1.3)	32	(0.8)
Level 4/5	x	x	5	(0.8)	18	(1.1)	11	(0.6)
Total	100	...	100	...	100	...	99	...
Ontario								
Level 0/1	62	(3.9)	29	(2.1)	13	(1.1)	23	(0.9)
Level 2	28	(3.9)	38	(2.6)	28	(1.6)	31	(1.2)
Level 3	x	x	28	(2.3)	39	(2.1)	33	(1.5)
Level 4/5	x	x	5^{E}	(1.1)	20	(1.6)	14	(1.1)
Total	98	...	100	...	100	...	101	...
Manitoba								
Level 0/1	58	(5.4)	24	(3.2)	10^{E}	(2.2)	23	(1.8)
Level 2	32	(4.8)	35	(3.6)	28	(2.8)	31	(2.1)
Level 3	x	x	34	(3.6)	41	(4.2)	33	(2.6)
Level 4/5	x	x	7^{E}	(1.9)	21	(3.4)	12	(1.8)
Total	90	...	100	...	100	...	99	...
Saskatchewan								
Level 0/1	63	(5.9)	26	(2.9)	8^{E}	(1.9)	24	(1.9)
Level 2	31^{E}	(5.9)	37	(3.7)	24	(3.3)	31	(2.3)
Level 3	x	x	31	(3.3)	47	(4.6)	34	(2.5)
Level 4/5	x	x	6^{E}	(1.8)	20	(3.1)	11	(1.5)
Total	94	...	100	...	99	...	100	...

Table E.1.1.2

Comparative distributions of numeracy proficiency levels of 25- to 64-year-olds, by highest level of educational attainment, Canada, provinces and territories, 2012 (continued)

	Below upper secondary		Upper secondary and postsecondary non-tertiary		Tertiary		All levels of education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Alberta								
Level 0/1	60	(6.4)	23	(3.8)	13	(2.0)	22	(2.1)
Level 2	22^{E}	(6.1)	38	(3.9)	26	(3.1)	30	(2.4)
Level 3	x	x	33	(3.8)	36	(3.1)	33	(2.3)
Level 4/5	x	x	7^{E}	(1.8)	24	(2.3)	15	(1.4)
Total	99	...	101	...	99	...	100	...
British Columbia								
Level 0/1	58	(8.2)	27	(3.4)	14	(2.0)	23	(1.7)
Level 2	31^{E}	(8.7)	32	(3.3)	28	(3.4)	29	(2.3)
Level 3	x	x	31	(3.4)	39	(3.3)	34	(2.2)
Level 4/5	x	x	10^{E}	(2.4)	19	(2.4)	14	(1.5)
Total	89	...	100	...	100	...	100	...
Yukon								
Level 0/1	62^{E}	(13.5)	F	...	F	...	24^{E}	(5.9)
Level 2	F	...	F	...	27^{E}	(7.5)	30^{E}	(6.0)
Level 3	x	x	F	...	44^{E}	(8.4)	32^{E}	(7.0)
Level 4/5	x	x	F	...	22^{E}	(6.6)	14^{E}	(3.9)
Total	62	...	0	...	93	...	100	...
Northwest Territories								
Level 0/1	77	(6.2)	41	(5.5)	18^{E}	(4.0)	40	(4.2)
Level 2	18^{E}	(5.3)	35	(5.3)	29	(4.3)	29	(3.0)
Level 3	x	x	19^{E}	(3.7)	36	(4.1)	22	(2.3)
Level 4/5	x	x	F	...	18^{E}	(3.2)	9^{E}	(1.7)
Total	95	...	...	...	101	...	100	...
Nunavut								
Level 0/1	89	(3.1)	55	(5.4)	24^{E}	(4.4)	63	(2.8)
Level 2	11^{E}	(3.1)	30	(5.0)	34	(4.8)	22	(2.6)
Level 3	x	x	x	x	32	(4.8)	12	(1.9)
Level 4/5	x	x	x	x	10^{E}	(2.2)	3^{E}	(0.9)
Total	100	...	85	...	100	...	100	...

... not applicable

x suppressed to meet the confidentiality requirements of the Statistics Act

^{E} use with caution

F too unreliable to be published

Note: Due to rounding, totals may not match the sum of the individual values.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A1.6a (N).

Table E.1.1.3
Comparative distributions of literacy proficiency levels of 25- to 64-year-olds with tertiary education and all levels of education, by gender, Canada, provinces and territories, 2012

	Tertiary							
	Literacy proficiency							
	Level 0/1		Level 2		Level 3		Level 4/5	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average								
Men	5	(0.2)	20	(0.5)	49	(0.6)	26	(0.5)
Women	5	(0.2)	24	(0.4)	50	(0.5)	21	(0.4)
Canada								
Men	8	(0.8)	25	(1.0)	43	(1.5)	24	(1.4)
Women	9	(0.7)	27	(1.0)	44	(1.3)	20	(1.2)
Newfoundland and Labrador								
Men	5^{E}	(1.5)	24	(3.6)	48	(4.9)	23^{E}	(4.3)
Women	7^{E}	(1.6)	29	(3.5)	45	(4.3)	20	(3.0)
Prince Edward Island								
Men	x	x	x	x	45	(5.9)	28^{E}	(5.4)
Women	F	...	24	(3.8)	51	(4.1)	21^{E}	(3.9)
Nova Scotia								
Men	5^{E}	(1.7)	24^{E}	(4.0)	45	(4.7)	26	(4.0)
Women	7^{E}	(1.8)	24	(2.8)	44	(3.8)	25	(3.4)
New Brunswick								
Men	F	...	23^{E}	(3.8)	51	(5.1)	22^{E}	(4.3)
Women	4^{E}	(1.4)	25	(3.1)	50	(4.4)	21^{E}	(4.0)
Quebec								
Men	8	(1.2)	26	(1.7)	43	(2.0)	22	(1.6)
Women	9	(1.2)	30	(1.5)	44	(1.8)	17	(1.3)
Ontario								
Men	8^{E}	(1.4)	27	(2.2)	41	(2.4)	24	(2.3)
Women	9	(1.2)	26	(1.9)	43	(2.2)	21	(2.0)
Manitoba								
Men	F	...	24^{E}	(4.3)	41	(4.7)	27	(4.1)
Women	F	...	23	(3.6)	49	(5.4)	23^{E}	(5.5)
Saskatchewan								
Men	F	...	22^{E}	(5.2)	50	(6.1)	23^{E}	(4.9)
Women	8^{E}	(2.3)	19^{E}	(3.7)	51	(4.4)	22^{E}	(3.9)
Alberta								
Men	8^{E}	(2.4)	20^{E}	(3.7)	43	(5.5)	30	(4.8)
Women	10^{E}	(2.0)	26	(3.3)	44	(3.7)	19	(2.8)

Table E.1.1.3

Comparative distributions of literacy proficiency levels of 25- to 64-year-olds with tertiary education and all levels of education, by gender, Canada, provinces and territories, 2012 (continued)

	Tertiary							
	Literacy proficiency							
	Level 0/1		Level 2		Level 3		Level 4/5	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
British Columbia								
Men	10[E]	(2.4)	23	(3.6)	45	(4.4)	22	(3.5)
Women	12[E]	(2.3)	28	(3.6)	39	(5.4)	21[E]	(4.7)
Yukon								
Men	F	...	F	...	46[E]	(13.5)	F	...
Women	F	...	F	...	54[E]	(12.5)	F	...
Northwest Territories								
Men	F	...	26[E]	(5.4)	36[E]	(6.4)	25[E]	(5.7)
Women	F	...	31[E]	(5.4)	42	(5.9)	18[E]	(4.9)
Nunavut								
Men	F	...	31[E]	(7.0)	40[E]	(7.7)	14[E]	(4.4)
Women	16[E]	(4.6)	31[E]	(5.9)	38[E]	(7.3)	15[E]	(4.6)

	All levels of education							
	Literacy proficiency							
	Level 0/1		Level 2		Level 3		Level 4/5	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average								
Men	16	(0.2)	33	(0.3)	38	(0.3)	13	(0.2)
Women	16	(0.2)	35	(0.3)	38	(0.3)	11	(0.2)
Canada								
Men	17	(0.8)	31	(0.9)	37	(1.2)	16	(0.8)
Women	17	(0.7)	32	(1.0)	37	(0.9)	13	(0.7)
Newfoundland and Labrador								
Men	23	(2.0)	34	(2.6)	32	(2.4)	10[E]	(1.8)
Women	19	(2.0)	38	(2.3)	33	(2.2)	9	(1.4)
Prince Edward Island								
Men	17[E]	(2.9)	31	(3.2)	36	(3.4)	16[E]	(3.4)
Women	11[E]	(2.5)	31	(2.6)	44	(2.9)	14[E]	(2.5)
Nova Scotia								
Men	16	(2.1)	32	(2.9)	34	(2.9)	17	(2.4)
Women	16	(1.9)	34	(2.4)	37	(2.1)	14	(1.8)
New Brunswick								
Men	18	(1.9)	33	(2.6)	37	(2.4)	12	(2.0)
Women	17	(1.7)	35	(2.2)	38	(2.6)	10[E]	(1.8)

Table E.1.1.3

Comparative distributions of literacy proficiency levels of 25- to 64-year-olds with tertiary education and all levels of education, by gender, Canada, provinces and territories, 2012 (continued)

	All levels of education							
	Literacy proficiency							
	Level 0/1		Level 2		Level 3		Level 4/5	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Quebec								
Men	19	(1.2)	33	(1.3)	35	(1.4)	14	(0.9)
Women	20	(1.0)	35	(1.3)	34	(1.1)	10	(0.8)
Ontario								
Men	15	(1.3)	31	(1.9)	38	(2.1)	16	(1.5)
Women	16	(1.1)	32	(1.9)	37	(1.7)	15	(1.3)
Manitoba								
Men	19	(2.2)	31	(2.8)	35	(3.1)	15	(2.3)
Women	15	(2.1)	30	(2.8)	40	(2.8)	15^E	(2.8)
Saskatchewan								
Men	19	(2.5)	32	(3.9)	38	(3.8)	11^E	(2.2)
Women	16	(2.0)	31	(2.5)	40	(2.9)	13^E	(2.3)
Alberta								
Men	15	(2.2)	28	(3.2)	39	(4.0)	18	(2.6)
Women	16	(2.0)	30	(2.9)	40	(3.2)	14	(1.8)
British Columbia								
Men	17	(2.3)	28	(2.8)	39	(3.1)	16	(2.3)
Women	18	(2.2)	30	(3.0)	35	(3.1)	17	(2.6)
Yukon								
Men	F	...	F	...	34^E	(9.8)	22^E	(6.9)
Women	F	...	29^E	(9.5)	48^E	(10.4)	F	...
Northwest Territories								
Men	32^E	(5.8)	29	(3.9)	26	(4.1)	12^E	(2.4)
Women	30	(4.4)	34	(3.6)	27	(3.3)	10^E	(2.5)
Nunavut								
Men	50	(4.2)	30	(3.7)	16^E	(2.8)	F	...
Women	55	(4.1)	26	(3.4)	15^E	(2.9)	5^E	(1.4)

... not applicable

x suppressed to meet the confidentiality requirements of the Statistics Act

^{E} use with caution

F too unreliable to be published

Sources: Programme for the International Assessment of Adult Competencies (PIAAC), Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A1.6b (L).

Table E.1.1.4

Comparative distributions of numeracy proficiency levels of 25- to 64-year-olds with tertiary education and all levels of education, by gender, Canada, provinces and territories, 2012

	Tertiary							
	Numeracy proficiency							
	Level 0/1		Level 2		Level 3		Level 4/5	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average								
Men	5	(0.2)	18	(0.4)	44	(0.6)	33	(0.5)
Women	7	(0.2)	28	(0.5)	46	(0.5)	19	(0.4)
Canada								
Men	9	(0.8)	24	(1.1)	40	(1.7)	27	(1.3)
Women	15	(0.9)	32	(1.4)	39	(1.5)	14	(1.0)
Newfoundland and Labrador								
Men	8^{E}	(2.3)	25^{E}	(4.4)	43	(4.9)	24^{E}	(4.1)
Women	15^{E}	(2.6)	34	(4.7)	38	(4.3)	13^{E}	(3.4)
Prince Edward Island								
Men	F	...	25^{E}	(5.6)	42	(5.3)	27^{E}	(6.3)
Women	10^{E}	(2.8)	30	(4.2)	44	(4.8)	15^{E}	(2.7)
Nova Scotia								
Men	8^{E}	(2.4)	23	(3.4)	40	(4.0)	29	(3.6)
Women	12^{E}	(2.3)	31	(3.9)	40	(3.7)	17^{E}	(3.3)
New Brunswick								
Men	6^{E}	(2.0)	23^{E}	(4.4)	48	(5.0)	22	(3.7)
Women	10^{E}	(2.5)	34	(3.8)	43	(4.4)	12^{E}	(2.8)
Quebec								
Men	8	(1.0)	26	(1.6)	42	(2.1)	24	(1.6)
Women	12	(1.2)	35	(1.9)	40	(1.8)	12	(1.3)
Ontario								
Men	11	(1.4)	23	(2.5)	40	(3.2)	27	(2.4)
Women	15	(1.6)	32	(2.0)	39	(2.3)	14	(1.7)
Manitoba								
Men	9^{E}	(2.8)	24^{E}	(4.0)	41	(5.7)	26^{E}	(5.2)
Women	11^{E}	(3.0)	31	(4.1)	42	(5.8)	16^{E}	(4.3)
Saskatchewan								
Men	F	...	20^{E}	(5.0)	50	(6.9)	25^{E}	(4.9)
Women	11^{E}	(2.8)	28^{E}	(5.2)	45	(5.8)	16^{E}	(3.5)
Alberta								
Men	9^{E}	(2.6)	24^{E}	(4.4)	35	(5.0)	32	(4.3)
Women	18^{E}	(3.1)	29	(4.6)	37	(4.3)	16^{E}	(2.9)
British Columbia								
Men	9^{E}	(2.3)	25	(4.2)	40	(4.4)	26	(3.9)
Women	19	(3.1)	30	(4.8)	38	(4.9)	13^{E}	(2.9)

Table E.1.1.4

Comparative distributions of numeracy proficiency levels of 25- to 64-year-olds with tertiary education and all levels of education, by gender, Canada, provinces and territories, 2012 (continued)

	Tertiary							
	Numeracy proficiency							
	Level 0/1		Level 2		Level 3		Level 4/5	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Yukon								
Men	F	...	F	...	40[E]	(11.6)	F	...
Women	F	...	F	...	48[E]	(12.3)	F	...
Northwest Territories								
Men	16[E]	(5.0)	26[E]	(6.5)	31[E]	(6.0)	27[E]	(4.5)
Women	19[E]	(5.7)	31	(4.9)	40	(4.7)	10[E]	(3.2)
Nunavut								
Men	21[E]	(6.5)	30[E]	(7.8)	36[E]	(6.9)	13[E]	(3.6)
Women	26[E]	(5.8)	38[E]	(6.4)	27[E]	(6.1)	8[E]	(2.6)

	All levels of education							
	Literacy proficiency							
	Level 0/1		Level 2		Level 3		Level 4/5	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average								
Men	17	(0.2)	30	(0.3)	36	(0.3)	17	(0.2)
Women	22	(0.2)	36	(0.3)	33	(0.3)	9	(0.2)
Canada								
Men	20	(0.8)	29	(0.9)	35	(1.1)	17	(0.7)
Women	26	(0.8)	34	(1.1)	30	(1.1)	9	(0.6)
Newfoundland and Labrador								
Men	32	(2.5)	32	(3.0)	26	(2.5)	11[E]	(1.8)
Women	35	(2.2)	36	(2.3)	23	(2.2)	7[E]	(1.6)
Prince Edward Island								
Men	22	(3.0)	32	(3.8)	31	(3.0)	15[E]	(3.3)
Women	21	(3.3)	36	(3.1)	34	(4.0)	9[E]	(1.7)
Nova Scotia								
Men	21	(2.6)	30	(3.1)	32	(2.4)	17	(2.1)
Women	28	(2.2)	35	(2.7)	28	(2.4)	9[E]	(1.7)
New Brunswick								
Men	23	(2.0)	32	(2.8)	33	(2.4)	12	(1.9)
Women	30	(2.1)	38	(2.4)	28	(2.4)	5[E]	(1.2)
Quebec								
Men	20	(1.0)	32	(1.3)	34	(1.2)	15	(0.9)
Women	25	(1.1)	37	(1.5)	30	(1.2)	7	(0.7)
Ontario								
Men	19	(1.3)	28	(1.9)	35	(2.4)	18	(1.6)
Women	26	(1.4)	34	(1.6)	30	(1.6)	9	(1.1)
Manitoba								
Men	23	(2.6)	29	(2.7)	33	(3.3)	15[E]	(2.6)
Women	23	(2.7)	33	(2.9)	34	(3.3)	10[E]	(2.4)

Table E.1.1.4

Comparative distributions of numeracy proficiency levels of 25- to 64-year-olds with tertiary education and all levels of education, by gender, Canada, provinces and territories, 2012 (continued)

	All levels of education							
	Literacy proficiency							
	Level 0/1		Level 2		Level 3		Level 4/5	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Saskatchewan								
Men	22	(2.7)	29	(3.4)	37	(3.9)	13^{E}	(2.2)
Women	26	(2.2)	34	(3.2)	31	(3.2)	9^{E}	(1.9)
Alberta								
Men	18	(2.6)	27	(3.3)	34	(3.5)	20	(2.4)
Women	26	(2.9)	33	(3.5)	31	(3.4)	10	(1.6)
British Columbia								
Men	19	(2.6)	28	(3.3)	36	(3.4)	18	(2.5)
Women	27	(2.5)	31	(3.4)	32	(3.3)	10^{E}	(1.7)
Yukon								
Men	27^{E}	(8.1)	23^{E}	(7.2)	29^{E}	(8.1)	21^{E}	(6.0)
Women	F	...	37^{E}	(9.4)	35^{E}	(10.0)	F	...
Northwest Territories								
Men	38	(4.3)	27	(3.7)	22	(3.3)	13^{E}	(2.2)
Women	43	(5.4)	30	(4.1)	23	(2.9)	5^{E}	(1.6)
Nunavut								
Men	60	(4.2)	22^{E}	(3.7)	14^{E}	(3.0)	F	...
Women	67	(3.6)	22	(3.4)	9^{E}	(2.3)	F	...

... not applicable

E use with caution

F too unreliable to be published

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A1.6b (N).

Table E.1.2.1
PIAAC mean literacy score, by educational attainment and age, Canada, provinces and territories, 2012

	Below upper secondary									
	Age group									
	25 to 34		35 to 44		45 to 54		55 to 64		25 to 64	
	score	standard error	score	standard error	score	standard error	score	standard error	score	standard error
OECD average	242	(1.2)	239	(1.1)	235	(0.9)	231	(0.7)	235	(0.5)
Canada	230	(5.0)	222	(4.2)	211	(3.7)	220	(2.7)	219	(2.1)
Newfoundland and Labrador	249	(16.6)	231	(8.4)	217	(6.3)	215	(4.5)	220	(3.5)
Prince Edward Island	216 [E]	(60.2)	233	(13.3)	216	(8.9)	210	(10.9)	217	(8.0)
Nova Scotia	235	(11.8)	239	(15.7)	223	(10.2)	222	(7.1)	226	(5.0)
New Brunswick	233	(18.3)	223	(8.5)	205	(6.5)	214	(4.3)	213	(3.4)
Quebec	234	(7.2)	216	(5.7)	208	(4.5)	212	(3.6)	216	(2.6)
Ontario	235	(9.7)	222	(11.2)	209	(7.6)	221	(6.2)	220	(4.1)
Manitoba	235	(12.4)	205	(15.9)	211	(13.4)	226	(8.9)	221	(6.9)
Saskatchewan	213	(14.3)	221	(9.5)	222	(11.4)	223	(9.2)	221	(6.0)
Alberta	219	(11.9)	237	(13.7)	218	(14.0)	246	(10.1)	230	(6.1)
British Columbia	216	(20.3)	221	(13.6)	207	(17.7)	220	(14.1)	215	(8.5)
Yukon	240	(16.9)	220	(21.2)	238	(16.8)	174 [E]	(55.9)	217	(21.5)
Northwest Territories	222	(12.7)	194	(13.2)	194	(12.9)	203	(14.1)	203	(8.8)
Nunavut	182	(8.3)	193	(7.1)	188	(8.3)	180	(9.0)	186	(5.2)

	Upper secondary or postsecondary non-tertiary									
	Age group									
	25 to 34		35 to 44		45 to 54		55 to 64		25 to 64	
	score	standard error	score	standard error	score	standard error	score	standard error	score	standard error
OECD average	277	(0.5)	273	(0.5)	266	(0.5)	258	(0.5)	269	(0.3)
Canada	274	(2.0)	268	(2.1)	262	(1.8)	258	(1.9)	265	(1.1)
Newfoundland and Labrador	265	(5.4)	264	(5.1)	258	(3.2)	254	(3.6)	260	(2.0)
Prince Edward Island	283	(8.8)	276	(7.0)	271	(5.3)	261	(5.7)	272	(4.4)
Nova Scotia	279	(4.8)	272	(5.1)	263	(4.5)	260	(4.3)	268	(2.6)
New Brunswick	276	(3.6)	268	(4.3)	259	(3.4)	263	(3.6)	266	(1.9)
Quebec	273	(2.6)	266	(2.9)	254	(2.1)	250	(2.4)	260	(1.3)
Ontario	270	(4.1)	264	(4.0)	263	(3.4)	260	(3.9)	264	(1.9)
Manitoba	277	(6.1)	275	(5.5)	262	(5.7)	266	(4.9)	269	(3.3)
Saskatchewan	270	(5.3)	273	(5.3)	262	(4.5)	261	(4.7)	266	(3.1)
Alberta	267	(8.0)	275	(6.1)	272	(6.8)	263	(5.1)	270	(3.6)
British Columbia	288	(6.0)	271	(9.2)	266	(5.9)	259	(6.8)	271	(3.5)
Yukon	248	(23.7)	279	(20.1)	274	(15.7)	273	(18.4)	270	(12.6)
Northwest Territories	257	(10.3)	262	(10.5)	246	(8.6)	244	(8.1)	252	(6.9)
Nunavut	245	(10.2)	233	(11.1)	244	(8.5)	222	(12.4)	239	(6.5)

Table E.1.2.1
PIAAC mean literacy score, by educational attainment and age, Canada, provinces and territories, 2012 (continued)

	Tertiary									
	Age group									
	25 to 34		35 to 44		45 to 54		55 to 64		25 to 64	
	score	standard error	score	standard error	score	standard error	score	standard error	score	standard error
OECD average	305	(0.5)	301	(0.5)	293	(0.6)	282	(0.6)	297	(0.3)
Canada	299	(1.6)	293	(1.6)	286	(1.8)	279	(1.7)	290	(0.8)
Newfoundland and Labrador	299	(4.3)	297	(3.8)	295	(4.4)	278	(4.6)	293	(2.3)
Prince Edward Island	306	(6.6)	303	(5.6)	293	(4.7)	293	(6.1)	298	(3.7)
Nova Scotia	309	(5.4)	299	(4.5)	295	(4.3)	285	(3.6)	297	(2.1)
New Brunswick	302	(6.2)	301	(3.5)	295	(4.4)	285	(4.0)	296	(2.1)
Quebec	302	(2.3)	292	(2.2)	281	(2.2)	273	(2.5)	288	(1.3)
Ontario	298	(2.8)	292	(2.7)	289	(2.6)	279	(3.1)	290	(1.3)
Manitoba	302	(5.8)	295	(4.7)	296	(4.5)	284	(5.1)	295	(2.7)
Saskatchewan	296	(4.5)	299	(6.6)	296	(5.4)	294	(6.1)	296	(2.9)
Alberta	305	(4.8)	296	(4.3)	285	(4.5)	278	(6.1)	293	(2.8)
British Columbia	292	(4.8)	292	(5.5)	281	(6.2)	285	(5.3)	288	(2.7)
Yukon	305	(10.9)	300	(10.3)	315	(20.1)	298	(14.9)	305	(9.8)
Northwest Territories	299	(6.0)	291	(6.5)	280	(6.1)	272	(7.3)	288	(4.1)
Nunavut	286	(7.2)	275	(7.9)	277	(8.0)	268	(11.2)	277	(4.1)

	All levels of education									
	Age group									
	25 to 34		35 to 44		45 to 54		55 to 64		25 to 64	
	score	standard error	score	standard error	score	standard error	score	standard error	score	standard error
OECD average	284	(0.4)	279	(0.3)	268	(0.3)	256	(0.4)	272	(0.2)
Canada	285	(1.3)	280	(1.4)	268	(1.3)	261	(1.2)	273	(0.6)
Newfoundland and Labrador	281	(3.9)	276	(3.2)	260	(3.1)	248	(2.9)	265	(1.6)
Prince Edward Island	291	(7.0)	286	(5.3)	272	(4.5)	268	(4.8)	278	(3.7)
Nova Scotia	289	(4.1)	284	(3.5)	272	(3.2)	262	(3.1)	276	(1.9)
New Brunswick	284	(3.7)	280	(3.2)	263	(3.1)	258	(2.6)	270	(1.6)
Quebec	285	(1.9)	277	(1.9)	261	(1.8)	252	(1.7)	268	(0.8)
Ontario	286	(2.3)	281	(2.3)	272	(2.3)	263	(2.3)	275	(1.1)
Manitoba	283	(4.3)	277	(4.5)	271	(4.6)	263	(3.4)	273	(2.2)
Saskatchewan	278	(4.2)	277	(4.5)	269	(4.3)	264	(4.3)	272	(2.5)
Alberta	287	(4.6)	281	(3.4)	271	(4.2)	268	(3.7)	278	(2.1)
British Columbia	286	(4.1)	280	(4.9)	267	(4.6)	267	(4.6)	275	(2.1)
Yukon	277	(18.9)	284	(13.8)	288	(14.2)	270	(17.9)	280	(9.9)
Northwest Territories	267	(7.6)	259	(7.6)	242	(6.8)	248	(6.2)	255	(5.4)
Nunavut	226	(7.6)	223	(5.7)	222	(6.5)	221	(7.7)	223	(4.1)

E use with caution

Note: Literacy was measured on a continuous scale ranging from 0 to 500.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A1.9a (L).

Table E.1.2.2

PIAAC mean numeracy score, by educational attainment and age, Canada, provinces and territories, 2012

	Below upper secondary									
	Age group									
	25 to 34		35 to 44		45 to 54		55 to 64		25 to 64	
	score	standard error	score	standard error	score	standard error	score	standard error	score	standard error
OECD average	233	(1.3)	228	(1.3)	226	(1.0)	223	(0.8)	227	(0.5)
Canada	218	(5.5)	211	(4.6)	199	(4.2)	205	(3.1)	206	(2.5)
Newfoundland and Labrador	233	(16.1)	211	(9.6)	194	(6.4)	191	(6.4)	197	(4.4)
Prince Edward Island	191[E]	(62.1)	216	(13.1)	195	(9.2)	197	(12.5)	199	(7.9)
Nova Scotia	220	(14.9)	222	(17.8)	204	(11.2)	206	(6.9)	209	(5.3)
New Brunswick	228	(20.9)	204	(9.2)	188	(6.7)	195	(5.0)	196	(3.6)
Quebec	229	(7.0)	207	(5.5)	201	(4.4)	201	(4.0)	207	(2.9)
Ontario	221	(10.8)	215	(12.3)	194	(8.6)	202	(6.4)	205	(4.7)
Manitoba	221	(14.7)	185	(16.4)	195	(13.9)	214	(9.3)	206	(8.1)
Saskatchewan	194	(15.2)	212	(9.8)	204	(11.3)	209	(8.6)	206	(5.6)
Alberta	204	(13.1)	220	(13.2)	213	(15.4)	228	(11.0)	217	(6.5)
British Columbia	207	(26.9)	215	(17.2)	195	(18.9)	211	(17.4)	205	(10.4)
Yukon	223	(20.2)	204	(21.3)	229	(20.5)	F	...	202	(25.6)
Northwest Territories	208	(13.6)	174	(17.3)	176	(12.2)	179	(18.3)	185	(11.1)
Nunavut	161	(7.9)	171	(8.5)	163	(8.8)	164	(9.3)	165	(5.6)

	Upper secondary or postsecondary non-tertiary									
	Age group									
	25 to 34		35 to 44		45 to 54		55 to 64		25 to 64	
	score	standard error	score	standard error	score	standard error	score	standard error	score	standard error
OECD average	272	(0.5)	269	(0.5)	264	(0.5)	256	(0.6)	266	(0.3)
Canada	264	(2.3)	257	(2.3)	252	(2.0)	248	(2.2)	255	(1.2)
Newfoundland and Labrador	255	(6.3)	250	(5.1)	241	(3.5)	233	(4.1)	244	(2.4)
Prince Edward Island	267	(10.1)	263	(8.3)	255	(6.0)	246	(6.7)	257	(5.3)
Nova Scotia	263	(5.1)	257	(5.5)	251	(5.0)	245	(4.7)	253	(2.6)
New Brunswick	261	(4.6)	254	(4.5)	246	(4.2)	247	(3.9)	252	(2.4)
Quebec	271	(2.7)	260	(2.9)	250	(2.1)	246	(2.2)	256	(1.2)
Ontario	258	(4.7)	249	(4.9)	251	(4.1)	248	(4.2)	251	(2.3)
Manitoba	264	(7.2)	266	(6.3)	255	(7.1)	255	(5.3)	259	(4.0)
Saskatchewan	260	(5.9)	269	(6.2)	251	(4.8)	249	(5.7)	257	(3.2)
Alberta	256	(8.9)	265	(6.3)	262	(7.5)	257	(6.5)	260	(4.1)
British Columbia	276	(6.6)	259	(9.8)	252	(6.5)	246	(8.0)	258	(4.0)
Yukon	221	(30.9)	265	(25.4)	261	(16.4)	252	(18.1)	251	(12.9)
Northwest Territories	243	(11.2)	245	(11.6)	235	(8.9)	230	(9.2)	239	(7.1)
Nunavut	227	(10.5)	215	(11.6)	222	(9.1)	209	(11.1)	221	(6.1)

Table E.1.2.2

PIAAC mean numeracy score, by educational attainment and age, Canada, provinces and territories, 2012 (continued)

	Tertiary									
	Age group									
	25 to 34		35 to 44		45 to 54		55 to 64		25 to 64	
	score	standard error	score	standard error	score	standard error	score	standard error	score	standard error
OECD average	302	(0.5)	300	(0.5)	295	(0.6)	285	(0.7)	297	(0.3)
Canada	292	(1.7)	288	(1.8)	283	(1.9)	274	(2.2)	285	(0.9)
Newfoundland and Labrador	291	(5.3)	289	(5.0)	287	(5.4)	267	(5.0)	285	(2.7)
Prince Edward Island	294	(8.0)	296	(7.8)	285	(5.8)	285	(5.7)	290	(4.3)
Nova Scotia	303	(5.0)	290	(4.6)	287	(5.5)	281	(4.7)	290	(2.5)
New Brunswick	293	(7.4)	288	(4.3)	289	(4.2)	278	(4.9)	287	(2.4)
Quebec	297	(2.3)	288	(1.8)	280	(1.9)	271	(2.5)	285	(1.1)
Ontario	288	(3.2)	288	(2.9)	285	(2.9)	273	(3.9)	284	(1.6)
Manitoba	296	(6.1)	287	(6.1)	287	(5.6)	279	(7.0)	288	(3.8)
Saskatchewan	292	(5.4)	292	(6.4)	291	(5.4)	287	(6.3)	291	(2.7)
Alberta	299	(4.8)	285	(4.9)	280	(5.6)	273	(6.9)	287	(3.0)
British Columbia	284	(5.8)	288	(6.0)	276	(5.6)	280	(6.1)	282	(2.9)
Yukon	287	(13.7)	291	(10.0)	303	(15.5)	287	(11.8)	293	(7.3)
Northwest Territories	291	(6.6)	281	(7.7)	268	(8.1)	263	(9.1)	278	(5.0)
Nunavut	271	(7.9)	262	(9.3)	264	(9.8)	255	(12.8)	264	(4.8)

	All levels of education									
	Age group									
	25 to 34		35 to 44		45 to 54		55 to 64		25 to 64	
	score	standard error	score	standard error	score	standard error	score	standard error	score	standard error
OECD average	279	(0.4)	275	(0.4)	266	(0.4)	253	(0.4)	269	(0.2)
Canada	277	(1.4)	272	(1.5)	261	(1.4)	252	(1.5)	265	(0.8)
Newfoundland and Labrador	271	(4.5)	264	(3.9)	245	(3.4)	229	(3.4)	250	(1.9)
Prince Edward Island	276	(8.2)	275	(6.5)	258	(5.3)	256	(4.8)	265	(4.2)
Nova Scotia	278	(4.0)	273	(3.7)	260	(4.1)	251	(3.2)	264	(2.0)
New Brunswick	272	(4.0)	267	(3.3)	252	(3.7)	245	(2.8)	257	(1.6)
Quebec	281	(1.9)	272	(1.6)	257	(1.5)	247	(1.7)	264	(0.8)
Ontario	275	(2.9)	273	(2.5)	264	(2.5)	252	(2.6)	266	(1.4)
Manitoba	273	(4.9)	267	(5.3)	261	(5.5)	254	(4.2)	264	(2.9)
Saskatchewan	270	(5.0)	271	(4.4)	260	(4.3)	253	(4.0)	263	(2.2)
Alberta	279	(4.5)	270	(3.7)	264	(5.1)	261	(4.2)	269	(2.5)
British Columbia	276	(4.3)	273	(5.0)	257	(4.6)	259	(5.3)	266	(2.3)
Yukon	256	(21.9)	271	(14.2)	276	(11.6)	254	(19.1)	265	(8.4)
Northwest Territories	256	(7.8)	244	(8.8)	229	(7.2)	234	(8.5)	242	(6.2)
Nunavut	208	(7.3)	205	(6.7)	200	(7.4)	207	(7.9)	205	(4.3)

... not applicable

E use with caution

F too unreliable to be published

Note: Numeracy was measured on a continuous scale ranging from 0 to 500.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A1.9a (N).

Table E.1.3.1

Percentage of 25- to 64-year-olds who were employed, by literacy proficiency level and sex, Canada, provinces and territories, 2012

	Employed									
	Literacy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		All levels	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average										
Men	...	...	...	...	...	...	...	...	...	...
Women	...	...	...	...	...	...	...	...	...	...
Both sexes	59	(0.5)	72	(0.3)	81	(0.2)	87	(0.5)	75	(0.1)
Canada										
Men	74	(1.7)	83	(1.4)	88	(1.0)	93	(1.2)	85	(0.5)
Women	58	(1.9)	72	(1.1)	81	(1.0)	85	(1.8)	75	(0.6)
Both sexes	66	(1.3)	77	(0.9)	84	(0.7)	89	(1.1)	80	(0.4)
Newfoundland and Labrador										
Men	59	(5.7)	70	(4.1)	82	(3.8)	95	(3.3)	74	(2.3)
Women	49	(6.1)	60	(3.7)	75	(4.0)	89	(8.2)	65	(2.3)
Both sexes	54	(4.3)	64	(2.8)	78	(2.9)	92	(4.5)	69	(1.8)
Prince Edward Island										
Men	66	(6.2)	78	(4.7)	84	(4.9)	84	(7.1)	79	(2.2)
Women	48^{E}	(8.1)	64	(6.2)	78	(3.9)	81	(5.8)	71	(2.1)
Both sexes	59	(5.2)	71	(3.8)	81	(3.0)	82	(4.3)	75	(1.4)
Nova Scotia										
Men	69	(7.4)	79	(4.8)	83	(3.8)	90	(4.3)	81	(1.8)
Women	55	(5.8)	70	(3.6)	78	(3.5)	89	(4.9)	73	(1.9)
Both sexes	62	(4.8)	75	(3.0)	80	(2.8)	89	(3.2)	77	(1.3)
New Brunswick										
Men	72	(4.8)	78	(4.0)	85	(3.3)	91	(5.3)	81	(2.1)
Women	46	(5.6)	72	(3.4)	77	(3.3)	90	(5.4)	71	(2.0)
Both sexes	59	(4.0)	75	(2.6)	81	(2.5)	91	(3.8)	76	(1.6)
Quebec										
Men	69	(2.6)	80	(1.9)	86	(1.4)	93	(2.1)	82	(0.8)
Women	56	(2.8)	69	(1.7)	79	(1.5)	88	(2.4)	72	(0.9)
Both sexes	62	(2.0)	74	(1.4)	83	(1.1)	91	(1.5)	77	(0.7)
Ontario										
Men	72	(3.8)	84	(2.6)	88	(1.9)	93	(2.3)	85	(1.1)
Women	57	(4.1)	72	(2.3)	82	(2.1)	81	(3.7)	75	(1.2)
Both sexes	64	(2.8)	78	(1.6)	85	(1.3)	87	(2.3)	80	(0.7)
Manitoba										
Men	82	(5.3)	81	(4.7)	88	(3.4)	97	(2.8)	86	(1.7)
Women	72	(5.7)	76	(3.7)	81	(3.7)	88	(5.4)	79	(2.0)
Both sexes	77	(3.7)	78	(3.1)	84	(2.6)	92	(3.1)	82	(1.4)
Saskatchewan										
Men	84	(4.4)	88	(3.5)	90	(3.2)	93	(4.7)	89	(1.7)
Women	64	(6.8)	76	(4.3)	87	(2.8)	91	(5.1)	80	(2.1)
Both sexes	75	(3.9)	82	(2.9)	89	(2.3)	92	(3.5)	85	(1.4)
Alberta										
Men	81	(7.1)	84	(5.5)	90	(3.2)	94	(3.0)	88	(2.1)
Women	67	(6.2)	80	(4.3)	85	(3.4)	92	(4.1)	81	(1.7)
Both sexes	74	(5.4)	82	(3.8)	87	(2.5)	94	(2.3)	85	(1.2)
British Columbia										
Men	82	(5.1)	86	(3.9)	88	(3.1)	90	(4.8)	87	(1.7)
Women	57	(7.2)	73	(4.2)	80	(3.8)	82	(5.1)	74	(2.1)
Both sexes	69	(4.6)	79	(3.0)	84	(2.4)	86	(3.7)	80	(1.4)

Table E.1.3.1
Percentage of 25- to 64-year-olds who were employed, by literacy proficiency level and sex, Canada, provinces and territories, 2012 (continued)

	Employed									
	Literacy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		All levels	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Yukon										
Men	F	...	83	(8.3)	90	(5.1)	98	(2.5)	84	(3.3)
Women	57^{E}	(18.1)	77	(11.1)	83	(10.8)	97	(2.6)	81	(5.0)
Both sexes	58^{E}	(16.4)	80	(7.3)	86	(6.4)	98	(2.1)	83	(3.4)
Northwest Territories										
Men	61	(6.9)	77	(7.4)	86	(7.1)	96	(4.8)	76	(3.2)
Women	65	(7.8)	82	(5.5)	81	(5.6)	85	(10.7)	77	(2.8)
Both sexes	63	(5.3)	79	(4.8)	84	(4.2)	92	(5.2)	77	(1.9)
Nunavut										
Men	59	(6.3)	77	(6.9)	84	(7.1)	99	(6.0)	70	(3.4)
Women	52	(4.9)	76	(6.3)	78	(10.7)	85^{E}	(16.2)	64	(2.9)
Both sexes	56	(3.7)	76	(4.9)	81	(6.9)	91	(9.3)	67	(2.1)

... not applicable

E use with caution

F too unreliable to be published

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A5.9a (L).

Table E.1.3.2
Percentage of 25- to 64-year-olds who were employed, by numeracy proficiency level and sex, Canada, provinces and territories, 2012

	Employed									
	Numeracy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		All levels	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average										
Men	...	...	...	...	...	...	...	...	...	...
Women	...	...	...	...	...	...	...	...	...	...
Both sexes	58	(0.5)	73	(0.3)	82	(0.3)	89	(0.4)	75	(0.1)
Canada										
Men	73	(1.9)	84	(1.5)	88	(1.0)	94	(1.2)	85	(0.5)
Women	60	(1.3)	75	(1.4)	83	(1.3)	88	(2.7)	75	(0.6)
Both sexes	65	(1.1)	79	(1.0)	85	(0.8)	92	(1.2)	80	(0.4)
Newfoundland and Labrador										
Men	55	(5.0)	74	(4.3)	87	(3.3)	94	(3.7)	74	(2.3)
Women	51	(3.9)	64	(4.0)	83	(4.6)	88	(10.6)	65	(2.3)
Both sexes	53	(3.3)	69	(3.2)	85	(2.9)	91	(4.6)	69	(1.8)
Prince Edward Island										
Men	65	(6.2)	77	(5.7)	89	(4.5)	83	(6.2)	79	(2.2)
Women	51	(6.4)	70	(4.1)	80	(4.3)	81	(7.8)	71	(2.1)
Both sexes	58	(4.3)	74	(3.3)	84	(3.1)	82	(4.9)	75	(1.4)
Nova Scotia										
Men	70	(5.9)	80	(5.0)	83	(3.5)	92	(3.9)	81	(1.8)
Women	60	(4.0)	73	(3.8)	82	(3.6)	89	(5.8)	73	(1.9)
Both sexes	64	(3.5)	76	(3.1)	82	(2.6)	91	(3.3)	77	(1.3)

Table E.1.3.2

Percentage of 25- to 64-year-olds who were employed, by numeracy proficiency level and sex, Canada, provinces and territories, 2012 (continued)

	Employed									
	Numeracy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		All levels	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
New Brunswick										
Men	73	(5.4)	77	(4.7)	88	(2.7)	90	(4.8)	81	(2.1)
Women	54	(4.4)	75	(3.6)	80	(3.7)	95	(6.4)	71	(2.0)
Both sexes	62	(3.5)	76	(2.8)	85	(2.0)	91	(3.8)	76	(1.6)
Quebec										
Men	68	(2.5)	80	(1.7)	87	(1.4)	92	(1.8)	82	(0.8)
Women	55	(2.3)	72	(1.8)	82	(1.6)	87	(3.3)	72	(0.9)
Both sexes	61	(1.8)	76	(1.3)	85	(1.1)	90	(1.6)	77	(0.7)
Ontario										
Men	70	(4.1)	86	(2.5)	88	(1.8)	95	(1.9)	85	(1.1)
Women	59	(2.9)	76	(2.6)	82	(2.4)	86	(4.3)	75	(1.2)
Both sexes	64	(2.3)	80	(1.7)	86	(1.5)	92	(1.9)	80	(0.7)
Manitoba										
Men	79	(4.8)	85	(3.8)	85	(3.9)	97	(3.1)	86	(1.7)
Women	71	(4.8)	77	(3.4)	85	(3.9)	85	(8.2)	79	(2.0)
Both sexes	75	(3.6)	81	(2.6)	85	(2.9)	92	(3.7)	82	(1.4)
Saskatchewan										
Men	81	(5.5)	90	(3.8)	91	(3.1)	93	(4.8)	89	(1.7)
Women	65	(6.1)	80	(4.1)	89	(3.5)	95	(6.1)	80	(2.1)
Both sexes	72	(4.5)	85	(3.2)	90	(2.5)	94	(3.8)	85	(1.4)
Alberta										
Men	81	(6.5)	84	(5.9)	91	(3.6)	94	(3.3)	88	(2.1)
Women	71	(4.1)	79	(5.0)	89	(3.0)	95	(4.5)	81	(1.7)
Both sexes	75	(3.9)	81	(3.6)	90	(2.4)	94	(2.6)	85	(1.2)
British Columbia										
Men	82	(4.7)	87	(3.5)	85	(3.8)	92	(3.7)	87	(1.7)
Women	62	(5.1)	75	(3.7)	79	(4.5)	87	(7.1)	74	(2.1)
Both sexes	70	(3.5)	81	(2.7)	82	(3.0)	90	(3.7)	80	(1.4)
Yukon										
Men	62^{E}	(18.2)	85	(7.0)	93	(4.3)	98	(2.4)	84	(3.3)
Women	64^{E}	(17.5)	80	(10.9)	88	(11.4)	95	(3.6)	81	(5.0)
Both sexes	63^{E}	(12.2)	82	(7.6)	90	(5.7)	98	(1.9)	83	(3.4)
Northwest Territories										
Men	60	(6.4)	78	(8.4)	89	(5.2)	98	(3.3)	76	(3.2)
Women	69	(6.4)	81	(5.5)	85	(5.1)	90	(8.4)	77	(2.8)
Both sexes	65	(4.6)	79	(4.9)	87	(2.9)	96	(3.2)	77	(1.9)
Nunavut										
Men	60	(5.0)	81	(5.8)	92	(7.9)	92^{E}	(16.7)	70	(3.4)
Women	55	(3.9)	79	(7.1)	80	(10.7)	94	(15.2)	64	(2.9)
Both sexes	57	(2.9)	80	(4.9)	87	(6.3)	92	(12.1)	67	(2.1)

... not applicable

^{E} use with caution

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A5.9a (N).

Table E.1.4.1

Percentage of 25- to 64-year-olds reporting good health, trust in others, volunteering at least once a month, and having influence on government, by literacy proficiency level, Canada, provinces and territories, 2012

	All levels of education									
	Self-reported good health									
	Literacy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	66	(0.5)	77	(0.3)	84	(0.2)	89	(0.4)	79	(0.1)
Canada	78	(1.2)	87	(0.8)	92	(0.5)	95	(0.9)	88	(0.3)
Newfoundland and Labrador	76	(3.1)	82	(2.2)	91	(1.8)	94	(3.0)	85	(1.1)
Prince Edward Island	71	(5.3)	80	(3.6)	90	(2.0)	95	(2.5)	85	(1.4)
Nova Scotia	71	(4.2)	81	(2.7)	89	(1.8)	93	(2.4)	84	(1.3)
New Brunswick	71	(3.3)	84	(2.4)	89	(1.9)	94	(3.1)	85	(1.2)
Quebec	81	(1.7)	89	(1.0)	94	(0.7)	96	(1.0)	90	(0.5)
Ontario	74	(2.5)	87	(1.5)	92	(1.1)	95	(1.5)	88	(0.7)
Manitoba	79	(3.6)	85	(2.4)	89	(2.0)	95	(2.6)	87	(1.0)
Saskatchewan	75	(4.4)	82	(2.8)	90	(2.1)	93	(3.5)	85	(1.3)
Alberta	84	(4.3)	87	(2.8)	93	(2.2)	95	(2.3)	90	(1.5)
British Columbia	83	(3.8)	85	(2.7)	88	(2.1)	93	(2.9)	87	(1.3)
Yukon	83	(8.6)	83	(7.8)	82	(9.5)	94	(7.0)	85	(5.1)
Northwest Territories	76	(3.7)	85	(3.1)	90	(2.6)	92	(4.5)	84	(1.5)
Nunavut	69	(4.4)	79	(5.7)	80	(5.5)	84	(10.0)	74	(2.3)

	All levels of education									
	Trust in others									
	Literacy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	14	(0.4)	17	(0.3)	24	(0.3)	31	(0.6)	21	(0.1)
Canada	17	(1.1)	21	(0.9)	30	(1.0)	36	(2.1)	26	(0.5)
Newfoundland and Labrador	12[E]	(2.4)	19	(2.3)	24	(2.7)	41	(6.5)	21	(1.2)
Prince Edward Island	20[E]	(4.3)	27	(3.4)	31	(3.4)	34[E]	(5.7)	29	(1.7)
Nova Scotia	21[E]	(3.9)	21	(2.5)	28	(2.8)	29	(4.3)	25	(1.3)
New Brunswick	12[E]	(2.2)	22	(2.4)	31	(2.8)	36[E]	(6.2)	25	(1.3)
Quebec	15	(1.4)	22	(1.3)	31	(1.2)	40	(2.3)	26	(0.6)
Ontario	16	(2.3)	20	(1.7)	30	(1.8)	33	(3.7)	25	(1.0)
Manitoba	26[E]	(4.5)	19	(3.1)	30	(3.4)	31[E]	(5.6)	26	(1.7)
Saskatchewan	19[E]	(4.4)	27	(3.1)	35	(2.7)	39	(6.2)	30	(1.7)
Alberta	17[E]	(4.1)	20[E]	(3.6)	24	(3.2)	37	(5.7)	24	(1.8)
British Columbia	18[E]	(5.1)	22	(3.3)	34	(3.2)	38	(5.2)	28	(1.6)
Yukon	F	...	18[E]	(5.9)	F	...	F	...	23[E]	(5.8)
Northwest Territories	16[E]	(3.5)	24	(3.9)	35	(4.3)	34[E]	(7.6)	25	(1.5)
Nunavut	11[E]	(2.3)	21[E]	(4.3)	33[E]	(6.2)	44[E]	(10.5)	19	(1.6)

Table E.1.4.1

Percentage of 25- to 64-year-olds reporting good health, trust in others, volunteering at least once a month, and having influence on government, by literacy proficiency level, Canada, provinces and territories, 2012 (continued)

	All levels of education									
	Volunteering at least once a month									
	Literacy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	12	(0.4)	17	(0.3)	21	(0.3)	23	(0.6)	18	(0.1)
Canada	15	(1.1)	21	(0.9)	28	(0.9)	35	(1.8)	25	(0.5)
Newfoundland and Labrador	18	(2.8)	22	(2.4)	29	(3.1)	35	(5.1)	25	(1.4)
Prince Edward Island	15[E]	(4.2)	29	(3.3)	39	(3.3)	45	(6.0)	33	(1.7)
Nova Scotia	24[E]	(4.0)	27	(2.8)	35	(3.0)	37	(4.0)	31	(1.7)
New Brunswick	17[E]	(2.8)	28	(2.5)	34	(2.9)	48	(6.0)	31	(1.4)
Quebec	13	(1.3)	16	(1.1)	19	(1.1)	24	(2.3)	17	(0.5)
Ontario	13[E]	(2.2)	22	(1.8)	30	(1.8)	36	(3.4)	26	(1.1)
Manitoba	20[E]	(3.8)	27	(3.4)	35	(3.1)	37	(5.0)	30	(1.6)
Saskatchewan	18[E]	(4.3)	24	(3.4)	34	(3.1)	44	(6.0)	29	(1.7)
Alberta	21[E]	(4.5)	23	(3.2)	29	(3.3)	38	(5.0)	27	(1.4)
British Columbia	14[E]	(3.5)	22	(2.8)	32	(3.3)	41	(5.6)	27	(1.7)
Yukon	F	...	F	...	40[E]	(10.9)	64[E]	(15.8)	36	(5.7)
Northwest Territories	25	(3.4)	31[E]	(5.9)	41	(4.7)	49	(8.0)	34	(1.9)
Nunavut	22[E]	(4.0)	32	(5.1)	37[E]	(6.4)	58[E]	(10.4)	29	(2.6)

	All levels of education									
	Having influence on government									
	Literacy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	22	(0.5)	28	(0.3)	38	(0.3)	48	(0.7)	33	(0.2)
Canada	24	(1.3)	30	(1.0)	41	(1.1)	49	(1.9)	36	(0.5)
Newfoundland and Labrador	26	(3.7)	30	(2.8)	46	(3.1)	61	(6.0)	38	(1.6)
Prince Edward Island	18[E]	(4.7)	34	(3.8)	42	(3.6)	54	(5.9)	38	(1.7)
Nova Scotia	25[E]	(4.5)	33	(3.0)	49	(2.7)	60	(4.3)	42	(1.2)
New Brunswick	14[E]	(2.8)	26	(2.5)	38	(2.9)	47	(5.7)	31	(1.4)
Quebec	17	(1.5)	14	(1.0)	17	(1.2)	21	(2.5)	16	(0.5)
Ontario	26	(2.5)	35	(2.0)	47	(2.3)	56	(2.9)	42	(1.0)
Manitoba	28	(3.8)	37	(3.9)	48	(3.6)	59	(6.0)	43	(1.7)
Saskatchewan	25[E]	(4.5)	36	(3.5)	52	(3.5)	64	(5.9)	44	(1.8)
Alberta	24[E]	(5.3)	40	(4.2)	49	(3.4)	52	(5.9)	43	(2.0)
British Columbia	31	(4.7)	34	(3.6)	49	(3.5)	52	(5.6)	42	(1.8)
Yukon	F	...	40[E]	(12.9)	62	(7.8)	74	(11.8)	52	(3.7)
Northwest Territories	33	(4.7)	40	(4.9)	60	(5.2)	68	(8.0)	46	(2.0)
Nunavut	25	(3.3)	38	(4.6)	51	(7.3)	54[E]	(12.9)	34	(2.3)

... not applicable

[E] use with caution

F too unreliable to be published

Note: Total column excludes respondents who do not have literacy or numeracy scores.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Tables A8.1a (L), A8.2a (L), A8.3a (L) and A8.4a (L).

Table E.1.4.2
Percentage of 25- to 64-year-olds reporting good health, trust in others, volunteering at least once a month, and having influence on government, by numeracy proficiency level, Canada, provinces and territories, 2012

	All levels of education									
	Good health									
	Numeracy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	66	(0.4)	78	(0.3)	85	(0.2)	89	(0.4)	79	(0.1)
Canada	80	(1.0)	88	(0.7)	92	(0.6)	95	(0.8)	88	(0.3)
Newfoundland and Labrador	76	(2.5)	85	(2.2)	93	(1.7)	95	(3.1)	85	(1.1)
Prince Edward Island	72	(4.3)	83	(2.9)	92	(2.3)	96	(2.8)	85	(1.4)
Nova Scotia	71	(3.7)	85	(3.0)	89	(2.1)	95	(2.5)	84	(1.3)
New Brunswick	73	(2.7)	85	(2.4)	91	(1.9)	93	(4.3)	85	(1.2)
Quebec	82	(1.5)	90	(0.9)	94	(0.7)	95	(1.5)	90	(0.5)
Ontario	78	(2.0)	88	(1.6)	93	(1.3)	96	(1.4)	88	(0.7)
Manitoba	80	(3.3)	87	(2.4)	90	(2.2)	93	(2.7)	87	(1.0)
Saskatchewan	74	(3.6)	87	(3.0)	89	(2.5)	94	(4.1)	85	(1.3)
Alberta	84	(3.5)	88	(2.8)	93	(2.6)	97	(1.9)	90	(1.5)
British Columbia	84	(3.4)	85	(3.0)	89	(2.2)	95	(2.5)	87	(1.3)
Yukon	80	(9.0)	81	(9.7)	87	(9.3)	98	(2.2)	85	(5.1)
Northwest Territories	76	(3.3)	86	(3.0)	91	(2.8)	95	(4.3)	84	(1.5)
Nunavut	70	(3.3)	81	(4.7)	82	(5.7)	86	(12.9)	74	(2.3)

	All levels of education									
	Trust in others									
	Numeracy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	14	(0.3)	18	(0.3)	24	(0.3)	30	(0.5)	21	(0.1)
Canada	17	(0.9)	24	(1.2)	30	(1.2)	34	(1.8)	26	(0.5)
Newfoundland and Labrador	13	(1.9)	21	(3.0)	26	(3.8)	40	(5.9)	21	(1.2)
Prince Edward Island	22^{E}	(3.8)	28	(3.4)	32	(3.7)	33^{E}	(6.9)	29	(1.7)
Nova Scotia	20	(3.1)	24	(2.7)	28	(2.9)	29^{E}	(4.9)	25	(1.3)
New Brunswick	15	(2.0)	25	(2.5)	31	(3.0)	37^{E}	(7.1)	25	(1.3)
Quebec	16	(1.4)	23	(1.2)	31	(1.4)	39	(2.8)	26	(0.6)
Ontario	17	(1.7)	23	(2.1)	29	(2.1)	32	(3.5)	25	(1.0)
Manitoba	25^{E}	(4.2)	23	(3.1)	28	(3.5)	28^{E}	(5.8)	26	(1.7)
Saskatchewan	22	(3.6)	30	(3.5)	34	(3.4)	40^{E}	(7.1)	30	(1.7)
Alberta	17^{E}	(3.8)	23^{E}	(4.0)	26	(3.7)	30^{E}	(5.5)	24	(1.8)
British Columbia	19^{E}	(3.3)	26	(4.2)	33	(3.6)	34	(4.9)	28	(1.6)
Yukon	F	...	F	...	F	...	F	...	23^{E}	(5.8)
Northwest Territories	16^{E}	(2.9)	31	(4.6)	32^{E}	(5.3)	32^{E}	(7.4)	25	(1.5)
Nunavut	12^{E}	(2.1)	26^{E}	(5.5)	34^{E}	(8.2)	F	...	19	(1.6)

Table E.1.4.2

Percentage of 25- to 64-year-olds reporting good health, trust in others, volunteering at least once a month, and having influence on government, by numeracy proficiency level, Canada, provinces and territories, 2012 (continued)

	All levels of education									
	Volunteering at least once a month									
	Numeracy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	12	(0.3)	17	(0.3)	21	(0.3)	24	(0.5)	18	(0.1)
Canada	17	(1.1)	22	(1.1)	29	(1.0)	34	(2.0)	25	(0.5)
Newfoundland and Labrador	19	(2.3)	23	(2.5)	31	(3.5)	38	(5.7)	25	(1.4)
Prince Edward Island	17^{E}	(3.2)	30	(3.9)	44	(4.4)	44	(6.4)	33	(1.7)
Nova Scotia	25	(3.1)	29	(3.1)	35	(3.6)	37	(5.0)	31	(1.7)
New Brunswick	19	(2.5)	30	(2.3)	37	(3.0)	49	(7.4)	31	(1.4)
Quebec	14	(1.2)	16	(1.0)	19	(1.1)	24	(2.4)	17	(0.5)
Ontario	16	(1.8)	23	(1.8)	32	(2.2)	34	(3.8)	26	(1.1)
Manitoba	20	(3.3)	30	(3.5)	36	(3.2)	35	(5.7)	30	(1.6)
Saskatchewan	19^{E}	(3.4)	25	(3.0)	36	(3.3)	43	(6.6)	29	(1.7)
Alberta	21^{E}	(3.6)	24	(3.5)	30	(4.0)	36	(5.4)	27	(1.4)
British Columbia	17^{E}	(3.3)	24	(3.6)	31	(3.0)	43	(5.9)	27	(1.7)
Yukon	F	...	36^{E}	(10.7)	39^{E}	(11.4)	64^{E}	(19.5)	36	(5.7)
Northwest Territories	27	(3.6)	34^{E}	(6.1)	41	(5.0)	47	(7.4)	34	(1.9)
Nunavut	23	(3.4)	38	(6.0)	37^{E}	(6.9)	50^{E}	(15.6)	29	(2.6)

	All levels of education									
	Having influence on government									
	Numeracy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	23	(0.5)	29	(0.4)	38	(0.3)	46	(0.7)	33	(0.2)
Canada	26	(1.1)	33	(1.0)	41	(1.3)	49	(1.9)	36	(0.5)
Newfoundland and Labrador	27	(3.1)	36	(3.4)	48	(4.1)	59	(7.7)	38	(1.6)
Prince Edward Island	22^{E}	(4.3)	35	(3.6)	46	(3.9)	50	(6.5)	38	(1.7)
Nova Scotia	27	(3.0)	37	(3.1)	51	(3.6)	60	(5.4)	42	(1.2)
New Brunswick	18	(2.2)	29	(2.6)	39	(3.2)	49	(6.5)	31	(1.4)
Quebec	17	(1.3)	14	(1.0)	15	(1.2)	22	(2.3)	16	(0.5)
Ontario	28	(2.2)	39	(2.1)	48	(2.5)	55	(3.7)	42	(1.0)
Manitoba	30	(3.6)	39	(4.0)	50	(3.6)	57	(5.8)	43	(1.7)
Saskatchewan	27	(4.3)	39	(4.8)	53	(3.9)	64	(6.2)	44	(1.8)
Alberta	27	(4.4)	41	(4.5)	49	(4.3)	56	(6.6)	43	(2.0)
British Columbia	31	(3.7)	39	(4.0)	47	(3.7)	52	(6.0)	42	(1.8)
Yukon	F	...	53^{E}	(10.1)	63	(8.9)	77^{E}	(14.0)	52	(3.7)
Northwest Territories	33	(4.1)	46	(5.5)	58	(4.9)	71	(8.7)	46	(2.0)
Nunavut	28	(2.9)	38	(5.7)	54	(8.2)	61^{E}	(15.4)	34	(2.3)

... not applicable

^{E} use with caution

F too unreliable to be published

Note: Total column excludes respondents who do not have literacy or numeracy scores.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Tables A8.1a (L), A8.2a (L), A8.3a (L) and A8.4a (L).

Table E.1.5.1

Percentage of 25- to 64-year-olds who participated in formal and/or non-formal education, by literacy proficiency level and sex, Canada, provinces and territories, 2012

	Reported participating in formal and/or non-formal education									
	Literacy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average										
Men	31	(0.7)	44	(0.5)	60	(0.5)	75	(0.8)	52	(0.2)
Women	30	(0.7)	44	(0.5)	60	(0.4)	73	(0.9)	50	(0.2)
Both sexes	30	(0.5)	44	(0.4)	60	(0.3)	74	(0.6)	51	(0.2)
Canada										
Men	34	(2.1)	51	(1.6)	68	(1.6)	81	(1.9)	59	(0.8)
Women	33	(1.9)	51	(1.6)	68	(1.3)	78	(2.2)	58	(0.7)
Both sexes	34	(1.6)	51	(1.1)	68	(1.0)	80	(1.5)	58	(0.6)
Newfoundland and Labrador										
Men	27^{E}	(4.6)	42	(3.8)	63	(4.0)	83	(6.1)	49	(2.0)
Women	21^{E}	(4.1)	41	(3.9)	58	(4.0)	76	(7.6)	46	(1.9)
Both sexes	24	(3.2)	42	(2.8)	60	(2.9)	80	(5.3)	48	(1.6)
Prince Edward Island										
Men	F	...	48	(6.5)	64	(5.9)	73	(8.5)	53	(3.1)
Women	33^{E}	(7.8)	57	(5.6)	72	(3.6)	77	(7.2)	64	(1.9)
Both sexes	26^{E}	(5.3)	53	(4.6)	68	(3.0)	75	(5.1)	59	(1.9)
Nova Scotia										
Men	42	(6.9)	52	(5.1)	71	(4.4)	81	(5.1)	62	(2.5)
Women	33^{E}	(5.9)	50	(3.9)	65	(3.7)	83	(5.6)	58	(2.1)
Both sexes	38	(4.5)	51	(3.0)	68	(2.9)	82	(3.7)	60	(1.5)
New Brunswick										
Men	28^{E}	(5.7)	52	(4.2)	64	(4.2)	77	(7.5)	55	(2.0)
Women	18^{E}	(3.9)	38	(4.0)	60	(3.6)	83	(6.1)	48	(2.1)
Both sexes	23	(3.3)	45	(2.8)	62	(2.7)	80	(4.8)	51	(1.4)
Quebec										
Men	27	(2.9)	42	(2.3)	60	(2.3)	76	(3.0)	50	(1.1)
Women	30	(2.3)	46	(2.1)	64	(2.2)	82	(3.3)	53	(1.1)
Both sexes	29	(2.1)	44	(1.7)	62	(1.5)	79	(2.2)	51	(0.8)
Ontario										
Men	36	(3.9)	54	(3.0)	69	(2.7)	79	(3.7)	61	(1.5)
Women	33	(3.8)	54	(3.1)	70	(2.5)	76	(4.4)	60	(1.5)
Both sexes	34	(2.8)	54	(2.1)	70	(1.8)	78	(3.1)	60	(1.1)
Manitoba										
Men	37^{E}	(6.2)	62	(4.8)	71	(3.7)	85	(5.3)	64	(2.1)
Women	35^{E}	(8.9)	56	(5.8)	68	(4.2)	83	(5.9)	61	(2.0)
Both sexes	36	(5.3)	59	(3.8)	69	(2.9)	84	(3.7)	62	(1.3)
Saskatchewan										
Men	41	(6.7)	61	(4.6)	68	(4.5)	81	(7.3)	62	(2.4)
Women	49	(7.2)	52	(5.0)	67	(4.3)	86	(5.4)	62	(2.4)
Both sexes	45	(5.5)	57	(3.5)	68	(3.1)	84	(4.6)	62	(1.9)

Table E.1.5.1

Percentage of 25- to 64-year-olds who participated in formal and/or non-formal education, by literacy proficiency level and sex, Canada, provinces and territories, 2012 (continued)

	Reported participating in formal and/or non-formal education									
	Literacy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Alberta										
Men	50	(8.0)	60	(6.3)	73	(5.0)	87	(5.2)	69	(2.7)
Women	43E	(7.8)	49	(5.1)	66	(4.5)	75	(6.9)	58	(2.4)
Both sexes	46	(5.7)	55	(4.1)	70	(3.6)	82	(4.4)	64	(1.9)
British Columbia										
Men	30E	(6.9)	50	(6.2)	70	(4.4)	90	(4.9)	61	(2.8)
Women	34E	(6.4)	54	(4.9)	71	(4.6)	75	(5.7)	60	(2.4)
Both sexes	32	(4.9)	52	(3.8)	71	(3.3)	82	(4.0)	61	(2.0)
Yukon										
Men	F	...	F	...	80	(8.8)	95	(4.4)	63	(6.7)
Women	63E	(12.5)	53E	(16.9)	59E	(12.9)	88	(8.0)	62	(6.1)
Both sexes	F	...	49E	(13.2)	68	(7.8)	92	(4.2)	63	(5.3)
Northwest Territories										
Men	39	(5.7)	51	(6.6)	72	(6.8)	79	(8.4)	56	(3.5)
Women	42E	(7.8)	69	(6.4)	75	(5.6)	86	(9.6)	64	(3.5)
Both sexes	40	(4.5)	61	(5.0)	73	(4.3)	82	(5.9)	60	(2.2)
Nunavut										
Men	27E	(5.1)	47	(7.3)	65	(8.5)	73E	(14.6)	41	(3.3)
Women	33E	(5.4)	55	(7.4)	75	(10.5)	75E	(15.1)	47	(3.4)
Both sexes	30	(3.6)	51	(5.3)	70	(7.4)	75	(10.1)	44	(2.5)

... not applicable

E use with caution

F too unreliable to be published

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Tables C6.1 (L) and C6.2c (L).

Table E.1.5.2

Percentage of 25- to 64-year-olds who participated in formal and/or non-formal education, by numeracy proficiency level and sex, Canada, provinces and territories, 2012

	Reported participating in formal and/or non-formal education									
	Numeracy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average										
Men	31	(0.7)	44	(0.5)	60	(0.5)	73	(0.7)	52	(0.2)
Women	32	(0.6)	47	(0.5)	61	(0.5)	73	(0.9)	50	(0.2)
Both sexes	31	(0.5)	46	(0.4)	60	(0.3)	73	(0.6)	51	(0.2)
Canada										
Men	36	(2.0)	53	(1.8)	68	(1.5)	78	(1.9)	59	(0.8)
Women	38	(1.7)	56	(1.5)	70	(1.5)	79	(2.5)	58	(0.7)
Both sexes	37	(1.3)	55	(1.0)	69	(1.0)	78	(1.5)	58	(0.6)
Newfoundland and Labrador										
Men	27	(3.4)	48	(4.7)	67	(5.3)	79	(6.8)	49	(2.0)
Women	28	(3.3)	48	(4.2)	64	(4.8)	73	(9.6)	46	(1.9)
Both sexes	27	(2.5)	48	(3.2)	65	(3.8)	76	(5.9)	48	(1.6)
Prince Edward Island										
Men	25^{E}	(6.2)	53	(6.4)	65	(7.0)	71	(9.2)	53	(3.1)
Women	45	(6.8)	61	(4.9)	74	(4.1)	78	(7.6)	64	(1.9)
Both sexes	35	(4.8)	58	(4.1)	70	(3.8)	74	(7.0)	59	(1.9)
Nova Scotia										
Men	44	(6.6)	55	(6.0)	70	(5.4)	82	(5.0)	62	(2.5)
Women	38	(4.9)	53	(4.4)	74	(4.2)	84	(7.1)	58	(2.1)
Both sexes	41	(3.8)	54	(3.7)	72	(3.3)	83	(3.8)	60	(1.5)
New Brunswick										
Men	34	(4.6)	51	(4.6)	67	(4.6)	74	(7.8)	55	(2.0)
Women	23	(3.8)	48	(4.1)	66	(4.7)	90	(8.5)	48	(2.1)
Both sexes	28	(2.7)	49	(2.8)	66	(3.1)	79	(6.3)	51	(1.4)
Quebec										
Men	27	(2.5)	41	(2.2)	59	(2.1)	77	(3.0)	50	(1.1)
Women	32	(2.3)	50	(2.0)	66	(2.3)	82	(3.9)	53	(1.1)
Both sexes	30	(1.9)	46	(1.5)	63	(1.6)	78	(2.4)	51	(0.8)
Ontario										
Men	38	(3.9)	56	(3.2)	70	(2.8)	75	(3.6)	61	(1.5)
Women	40	(3.1)	60	(2.7)	71	(2.9)	78	(4.5)	60	(1.5)
Both sexes	39	(2.4)	58	(2.0)	71	(2.0)	76	(3.0)	60	(1.1)
Manitoba										
Men	41	(6.1)	63	(5.1)	69	(4.5)	89	(5.0)	64	(2.1)
Women	43	(6.5)	59	(4.5)	70	(4.9)	83	(8.0)	61	(2.0)
Both sexes	42	(4.7)	61	(3.1)	69	(2.8)	87	(4.3)	62	(1.3)
Saskatchewan										
Men	38	(6.0)	62	(5.6)	73	(4.3)	74	(7.4)	62	(2.4)
Women	49	(5.7)	56	(5.1)	70	(4.4)	88	(6.5)	62	(2.4)
Both sexes	44	(4.5)	59	(3.8)	72	(3.0)	80	(5.0)	62	(1.9)
Alberta										
Men	50	(7.5)	64	(7.5)	73	(6.0)	84	(4.8)	69	(2.7)
Women	44	(6.2)	52	(5.4)	71	(4.5)	78	(8.3)	58	(2.4)
Both sexes	47	(4.9)	58	(4.4)	72	(3.8)	82	(4.1)	64	(1.9)
British Columbia										
Men	32^{E}	(6.5)	55	(5.4)	72	(5.2)	81	(6.2)	61	(2.8)
Women	38	(5.1)	60	(5.6)	74	(4.8)	75	(7.2)	60	(2.4)
Both sexes	36	(4.0)	57	(3.8)	73	(3.5)	79	(4.8)	61	(2.0)

Table E.1.5.2

Percentage of 25- to 64-year-olds who participated in formal and/or non-formal education, by numeracy proficiency level and sex, Canada, provinces and territories, 2012 (continued)

	Reported participating in formal and/or non-formal education									
	Numeracy proficiency									
	Level 0/1		Level 2		Level 3		Level 4/5		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Yukon										
Men	F	...	59^{E}	(13.6)	83	(8.6)	95	(3.8)	63	(6.7)
Women	F	...	62^{E}	(15.4)	66^{E}	(17.3)	78^{E}	(18.7)	62	(6.1)
Both sexes	F	...	60^{E}	(11.8)	74	(9.3)	90	(6.8)	63	(5.3)
Northwest Territories										
Men	40	(5.8)	53	(8.2)	74	(7.3)	81	(7.0)	56	(3.5)
Women	49	(7.5)	70	(5.3)	80	(4.2)	91	(10.7)	64	(3.5)
Both sexes	45	(4.5)	62	(5.1)	77	(4.5)	83	(5.9)	60	(2.2)
Nunavut										
Men	29	(4.4)	51^{E}	(8.7)	70	(8.2)	66^{E}	(19.5)	41	(3.3)
Women	36	(4.7)	62	(8.8)	73	(9.5)	95	(8.4)	47	(3.4)
Both sexes	33	(3.2)	56	(6.3)	71	(5.7)	76	(12.3)	44	(2.5)

... not applicable

^{E} use with caution

F too unreliable to be published

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Tables C6.1 (N) and C6.2c (N).

Committees and organizations

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